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B O S T O N U N I V E R S I T Y

Graduate School

Thesis

The Subnormal Problem Child in the Community

As Illustrated by an Analysis of 280 Cases at the Judge Baker Foundation.

Submitted by

Wally Reichenberg

Klagenfurt Lehrerinnen bildungs anstalt 1914 .

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Outline

The Subnormal Problem Child in the Community.

(As illustrated by an analyses of 280 cases at the Judge Baker Foundation).

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Chapter I Introduction.

A The Purpose of the Study.

The purpose of this study is to investigate the adjustment of the subnormal problem child in the community and to review successes and failures comparatively. The study is based on material gathered in the form of case studies of the Judge Baker Foundation (J. B. F.).

1. Subnormality and the Behavior Problem. In cases where the child is unable to conform to the normal routine of mental life, particularly in schools, he is called subnormal or feeble-minded. The whole procedure of mental testing has grown out of the realization that children have unequal mental endowments. Their minds may be less efficient, they learn less readily, remember less, reason with greater difficulty and are only able to solve relatively simple problems. This is an important feature in school retardation, in the adjustment to work, and to the life in the community. If the individual shows subnormal mentality his chance of success is vastly less than as if he were of normal mentality.

The question of what constitutes a behavior problem depends as much upon the environmental demands as on the innate and acquired reaction possibilities of the individual. We must accept as a behavior problem any activity which is

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The question of what constitutes a behavior problem depends as much upon the environmental demands as on the innate and acquired reaction possibilities of the individual. We must accept as a behavior problem any activity which is

objected to by a social group--home, school, or community. A "problem child" is a child manifesting one or more behavior problems.

3. Necessity of the Individual's Adjustment to the Community. Economic need regulates most relationships between men, and communal life antedates individual life. Adler says: "In the history of human civilization no form of life can be found whose foundations were not laid communally."[1] Division of labor, in which every individual subordinates himself to the group means civilization essentially and through this alone mankind is capable of making available those instruments of offense and defense which are responsible for all its possessions. The community is the best guarantee of the continued existence of human beings. Adjustment to the community is the most important function of the individual. The criteria by which we measure the individual are determined by his value to mankind in general and by the adjustment to his environment, "that play of forces, that interaction between self and group, which constitutes behavior and personality."[2]

Again, in a civilized society the environment differs enormously with different individuals; and whilst the lot of some (even defective) persons may be so favorable as to render their survival a matter of the greatest ease, individuals essentially lacking in mental capacity may fail to maintain

1 Adler, Alfred Understanding Human Nature.

[2]Fernald, Walter E. Standardized Fields of Inquiry of Clinical Studies of Borderline Defectives. Furtmüller pictures the ideal fellowman as one "who plays the game of life according to the laws of society."

existence owing to economic pressure or other adverse social influence. In our complicated culture physical and mental fitness are necessary to assure a perfect adjustment of the individual with a low I. Q.

B Source of the Material.

The selection of the material for this thesis was carried out through a special study on all cases numbered from 3000 to 6000 in the J. B. F. files, representing the J. B. F.'s work through five and one-half years.

1. The Judge Baker Foundation. At this time it may seem appropriate to give a brief sketch of this Foundation, its work, and the sources of its cases and problems which are brought from ever widening circles.

In 1917 the J. B. F. was organized with offices in a down-town building and Dr. Healy and Dr. Bronner began to supply a better understanding of children to improve functioning of the Boston Juvenile Court. The numerous agencies interested in child welfare coöperate with the court and the J. B. F., referring difficult cases to the Foundation and assisting in treatment after the child has appeared in court and been examined by the clinic of the Foundation. The procedure is somewhat as follows: When a case is referred by an agency the representatives of the agency place all the facts and background of the child before the J. B. F. The child is interviewed by the workers, its confidence is obtained and its "Own Story" is heard; the family situation is looked into, the Social Service Confidential Exchange is consulted for

further clues, reports on the environmental background are obtained. Conferences with family, school, employer, church, and community organizations are held.

The child is given a physical, psychological, and psychiatric examination and its mental and emotional characteristics are tested. Several hours are spent in each examination and sometimes several visits to the Foundation are required. There is then a summary of the cases in a staff conference where each one is discussed by the various workers at a staff meeting led by the directors. All the facts are brought together and recommendations for treatment are made as a result of these conferences. Then the J. B. F. turns the case over to the agency for treatment, but continues its contacts almost always with psychotherapeutic treatment having the agency report the progress, so that a complete follow-up record is available. Every six months there is a conference of the whole staff of the Foundation and each agency with which it has dealt. The agencies account for each case in which the J. B. F. has been involved. There is a general discussion of methods and probable causes of success or failure in the given case and a decision as to future treatment. William Thomas says that these conferences are considered the best type of education in mental hygiene for the agencies. There are so few established principles that abstract lectures are out of place. Through the actual observation of the methods used in each case and through the practical working out of the prescribed methods a much clearer idea of the involved principles is to be had.

Workers are brought face to face with the complexities of behavior problems, with the empirical nature of most of the remedial measures and with the many uncertainties involved in predicting human behavior situations.

The recommendations include the widest variety of suggestions: Dr. Bronner says, "It may be that we suggest farm life and placing in another family, or continuance in the home circle with better confidences and different mental interests, or some surgical operation, or special education, training or more physical exercise to take care of dangerous superabundant energy, or institutional life or any of hundreds of other possibilities for the individual. The mental, the physical, and the social aspects of the case have to be studied, so they all must have their place in recommendations and treatment."[1]

The problems range in seriousness from the worrying of an over-conscientious parent to court cases which demand commitment. The proportion of the cases coming to the J. B. F. through parents, relative, schools, and social agencies are contrasted with the proportion coming through the Juvenile Court and give some indication of the success of the J. B. F. in winning the confidence of the community.

Although it would be extremely unfortunate for parents or schools to become dependent upon the J. B. F. for help in minor problems of discipline, which should be their own responsibility, nevertheless many cases of developing delinquency might well be referred to it for constructive action, before the police have found it necessary to arrest the child or

1.) Bronner, A. F. From a conversation with Dr. Bronner.

report it to the Court. In making an estimate of the work of the J. B. F. it must be remembered that its major function is diagnosis rather than treatment--it being the responsibility of the referring agency to carry out the treatment as recommended.

2. The Foundation's Way of Gathering the Material. The essential points covered by the investigations and considered at the J. B. F. include the following:

a. Material assembled prior to Staff Conference
    a. On the family
        1. Report from Court, Social Agency, etc. stating problem and social history
        2. Case registered at Social Service Exchange
        3. Social history obtained by J. B. F. worker from a member of the family to supplement the report sent by agency

    b. On the child
        1. Psychological examination (by J B. F. Psychologist)
        2. Physical examination (by J. B. F. Psychiatrist)
        3. Child's Own Story (by J. B. F. Psychiatrist)

b. Procedure--summary material as assembled in Staff Conference (The directors presiding--also all persons interested in the case being present to contribute fact material and to enter into discussion as to the case)

    a. Physical findings
        1. J. B. F. physical examination
        2. As observed or reported by others.

    b. Mental
        1. J. B. F. psychological findings
        2. School report both academic and behavior
        3. Personality characteristics
            (a) as observed in interview with psychiatrist
            (b) as observed in working with the psychologist
            (c) as reported by own family
            (d) as reported by others who know him.

    c. Statement of delinquencies or present problem
        1. As reported from court or agency
        2. As reported by the family
        3. As reported by the child in his own story

d. Background--from agency or court report plus J. B. F. supplementary history as obtained from the family
   1. Heredity
   2. Developmental history of the child
   3. Home conditions
   4. Habits of the child
   5. Family attitudes

e. Analysis of facts assembled
   1. Direct causations (of immediate delinquency or problem and related factors)

f. Outlook
   1. Definite steps outlined in plan to remove causative factors or to remove child from poor environment
   2. Medical advice as necessary to meet the physical needs.

A carbon of the summary as made in conference is sent to the referring agency as a working plan for them in carrying out the treatment as advised for the child.

One of the contributions of the J. B. F. to the study of individuals is the accumulation of a large number of case records, prepared with increasing fidelity and completeness. The case record represents a continuity of experience in life situations. In a good record of this kind we are able to view the behavior reactions in the various situations, the emergence of personality traits, the determination of concrete acts and the formation of life policies in their evolution. We can observe the attitudes of other persons as behavior-forming influences, since some of the most important situations in the development of personality are the attitudes and values of other persons. The task is to measure with the aid of records and personality documents the specific behavior-forming situation, the adjustment of the individual.

Chapter II The Selection of the Material.

A. The Point of View From Which the Case Material For This Study Was Selected.

The following factors were kept in mind:

1. I. Q. Rating. An I. Q. of or below 75.

2. Time of Follow-up. A period of at least three years (back from December 31, 1929) after the J. B. F. examination was necessary to give sufficient time for follow-up and a chance for work and adjustment.

3. Age of the Child. Only those cases were included where the child was at least 17 years of age by the 31st of December, 1929, so that he had been for some time out of school and at part time or full time work.

4. Non-commitment. Only such cases were studied, where the child had not been committed at once or after a period of observation or waiting, to the Massachusetts State Institution for Feeble-minded in Waverley or Wrentham where special training was available. The results and outcome of these cases is known and checked up.

It is the special purpose of this study to follow up the adjustment of those children who, although mentally handicapped and entitled to the special care and training in an institution for feeble-minded could not or did not get into one for some reason or other and had to adjust as best they could; with or without the help which their homes, the various

agencies interested in the child or the probation office, were able to give them.

This selection left a total of 280 cases to work on, to be followed up, investigated and classified. We shall now discuss and justify the points from which the material was selected.

B. Justification of Points of Selection.

1. The I. Q: Regarding point 1,p.8 we have to say: The first and most important point from which the selection of material was determined was the I. Q. or the determination of the grade of intelligence in the child. Although our primary interest is in the data which the mental testers have collected regarding the relationship between intelligence and adjustment, the implications of these data and the claims that have grown out of them, it is necessary first to sketch briefly the status of mental measurement in general.

a. Intelligence and Mental Testing: Mental growth cannot be seen as can physical growth and it was quite natural that scientific men should differ widely in their conclusions regarding it. The meaning of the obtained results became a matter of great controversy as mental growth and capacity can be measured only indirectly. There is no general agreement as to the nature of intelligence and there is no scientific way of checking whether the empirically determined tests measure what their sponsors claim. Some psychologists say that intelligence is what the mental tests show and others claim that general intelligence is far more complicated than any of these tests have yet indicated.

> Many criticisms in the current methods of testing intelligence rest plainly on a psychology which fails to distinguish the levels of intellectual functioning or to assign to conceptual thinking the place that belongs to it in the hierarchy of intelligences. . . If intelligence is the ability to think in terms of abstracted ideas, we should expect the most successful intelligence tests to be just those which involve the use of language or other symbols.[1]

Although, as we see, the study of mental capacity and mental growth seems to be in such an inexact state, the concept of mental age arising from the studies has been extremely valuable. Intelligence in itself is a matter for which various determinations have been given. Arnold Gessell says, "Intelligence is the capacity to make mental adaptations. It is inborn, but it is also conditioned through habit and through information,"[2] and Ellis says, "Intelligence may mean a capacity for learning or an ability to deal equally well with all kinds of material, or it may mean simply an average of our various abilities."[3]

When it comes to measuring intelligence, we find that particularly those abilities involved in the use of language are considered. Ellis divided intelligence into four groups of abilities: abstract, mechanical, social, artistic; and bases his division on the assumption that abstract intelligence is that intelligence which is based primarily on language and mathematical abilities, while mechanical intelligence is the ability to manipulate things, to handle machinery, or to construct things. Social tact and the ability to deal with

[1]Terman, Lewis M. Intelligence and Its Measurement; A Symposium. [2]Quoted in A.F.Tredgold, Mental Deficiency.
[3]Eilis, R.S. Psychology of Individual Differences.

other people may be called social intelligence and the emotions and sentiments, altruism and ego-centric selfishness will have a great deal to do with social reactions, while the appreciation of beauty in its various forms, as music, painting, sculpture, and literature, is not much dependent on abstract, mechanical, or social intelligence and may therefore be classified as artistic intelligence.

Tests are intended to give an estimate of what has been called general intelligence. We are permitted to draw certain conclusions from specific thought-processes and their expression in speech, even though this is possible only to a limited degree. We cannot exclude thought and speech from our examination, if we wish to judge the individual correctly. Another element which must be considered is that children in large cities and those from certain social circles are better prepared for the tests by virtue of a broader life. Their seemingly greater interest is deceptive and places other children who have not had such a fund of preparation relatively in the shadow.

b. <u>The History of the I. Q</u>. The mental testing movement may be said to have received its most important stimulus from the work of Binet and the three forms of tests published by him in 1905, 1908, and 1911. Before that time important work had been done by Galton in England and Cattell in America. The experimental psychologists had laid the foundation for mental testing. Binet was asked by the school authorities in Paris to develop a test which would enable them to separate the feeble-minded from the normals. He had 15 year's experience

as an experimental psychologist. His first list of questions contained 100 exercises which he thought might prove to be tests of intelligence. After trying out this list on groups of normal, supernormal, and feeble-minded children (classified after their school work) he rejected 67 of the questions and arranged the remaining 33 problems in order of difficulty from easiest to hardest while the child's intelligence score was the number of questions answered correctly. This was the form of the 1905 test.

Binet revised his test and introduced the concept of mental age. Each test was tried on normal children of different ages and it was found possible to plan a test in an age group so that children of the age lower than that would mostly fail on the test, a majority of those of the age in question would pass the test and nearly all of the ages above would pass the test. Because of the differences in different groups of children it was necessary to extend the observations by means of which the test had been standardized. Binet engaged in such work and in the development of new tests until his death in 1911, shortly before which a final revision of the test was published.

The first revision of the Binet scale made in America was in 1911 by Goddard, then psychologist at the Training School for the Feeble-minded at Vineland, N. J. Goddard translated the French version into English and adopted it to American conditions. In 1915 Yerkes, Bridges, and Hardick published another revision that involved two important modifications.

In the original Binet the scoring was on the "all or none" principle. Yerkes and his collaborators changed the method of scoring and put it on a point basis. The score on each test indicated more accurately the quality of the answer.

The second change from the original Binet consisted in discarding the grouping of tests by ages. Instead, age norms were determined by finding the average number of points made by children of a given age. Then if a child made a particular number of points and it happened that the average for ten year old children was the same, his mental age was said to be ten years, regardless of his chronological age. A further revision of the Binet scale was made by Terman at Stanford University. This was published in 1916 and is known as the Stanford Revision of the Binet Scale. In order to express the relation between mental age and chronological age Terman took an idea due originally to Stern and incorporated it in his method. The value resulting from dividing the mental age by the chronological age was called the intelligence quotient, usually abbreviated as I. Q. It was found by experimentation that within certain limits this ratio remained practically constant. If a child had an I. Q. of 75 at eight years of age it was possible to predict his mental age to be nine years when his chronological age would be twelve. This was a tremendous step in advance. It was the greatest achievement of mental testing from a scientific point of view and it is also the point which has been most bitterly opposed by the believers in the force of environmental factors in determining mental capacity. For the I. Q. to remain fixed it is, of course,

necessary that environmental influences be without appreciable influence in that direction. To accept the I. Q. is essentially to accept the idea of mental inheritance.

Important revisions of the Binet scale have also been made by Kuhlmann and by Herring, but the Terman revision remains the most widely used of the individual tests. Different modes were found to exist for different races, for city and rural children, for children of different social classes.

c. Value and Use of the I. Q. In dealing with children it is necessary to use the I. Q. as the basis of determining relative mental deficiency.

Tests given to inmates of feeble-minded institutions showed that none of them tested over twelve years of mental age, or if expressed in terms of I. Q., that none of them had an I. Q. above 75. This was assumed to be the dividing line, for adults, for mental defectives. (This dividing line has been accepted for the purpose of this study and only cases within an I. Q. of 75 or below that have been taken).

The introduction and widespread use of I. Q. tests showed the vast numbers of feeble-minded in the community. From one to four per cent of school children were technically feeble-minded. This ratio has proved fairly constant in city and country alike.

With the development of mental tests it has become possible to measure mental growth as never before. At the J. B. F. tests are given not only to determine the I. Q. but also to prove or show special abilities and disabilities.

At first the Terman is given and the I. Q. stated, or if the child has been recently examined with the Terman, another

test of equal value is given, so that the child cannot take advantage of the previous examination. Then there are special tests devised and given for the determination of auditory memory span, learning ability, motor control, mental control, mental representations, forming generalizations, planfulness, apperceptions, comprehension, for language ability, work with concrete material, school work, and commonsense information.

Different norms for different ages and sexes are also provided, and different tests are given for different problems to determine and recognize a fairly wide range of abilities besides the I. Q. Greatest skill of the interpreter is necessary and it is important to stimulate the children. Fatigue, emotional upset, especially in court cases, is apt to change the result of the tests very much, sometimes as much as twenty points. On the other hand, many children do not want to show their emotions and try to put up a bluff about their real state of mind. This group of tests is very elastic and is always being revised.

It is the resultant of all these abilities and disabilities, the I. Q. and the personality traits combined, which will influence the adjustment of the child and upon which the recommendations are based. For instance, good motor control in a dull child constitutes a very important part of the individual's accomplishments. No description of the individual's traits would be complete without it and it may prove a very valuable ability for some types of simple factory work while too poor motor control is checked up and the attention of the doctor is drawn to this fact.

2. The Length of the Follow-up. In regard to point 2 we must add that it seemed important to give the children at least three year's time after the J. B. F. examination to adjust themselves. The examination was a considerable influence in determining the children's future and an outstanding event in their lives. They were brought to the J. B. F. for advice after other means had been tried; when parental control had proved unsuccessful or school failure had been proved, or an outstanding readjustment was to be made. They were followed up closely after the examination, the recommendations for their adjustment being elastic in order to permit individual adaptation to the changed conditions. As a rule we find much instability at first, but after a time the children usually settle down and in our classification we always considered results at the end of at least a three-year period.

3. The Age of the Child. Referring to point 3 we have only to add that it is easily understood from the standpoint of this study that we must reject children who are too young to be in the life of the community, of which school life is certainly an essential part, but where the value of predicting the later social utility and the adjustment of the individual is still uncertain.

Children do not, on the average, progress in school in the way predicted by their I. Q.; the feeble-minded do not adjust themselves in society in the way predicted by their I. Q.'s. All this should be said with limitations, the chief of which

is, that the I. Q. has been shown quite definitely to possess a fairly constant and reliable negative prognostic value in some fields. Qualities of a non-intellectual nature enter into performance and are partial determiners of success. Their prediction value is no greater than the intelligence test alone although combined they are a useful prognostic agent.

Personality traits and special abilities play an important role in the adjustment as is shown in many of our cases and we point out as an example the case of Mary (IX), or Harry (X). The J. B. F. has considered this always very important and personality traits are mentioned and accentuated in the psychological impressions, in the child's Own Story, in the family's story, and in the conference summary, so that there were rich sources of information for our study.

Dr. Walter E. Fernald who was for many years director of the Waverly School for Feeble-minded and the best authority on the subject and whom I frequently quote hereafter says,

> The innate personality traits of the defective as observed in childhood and at puberty have much to do with his adult behavior. Some are naturally docile, anxious to please, ambitions, industrious, etc., while others are naturally resentful of authority, disobedient, cruel, selfish, etc. and while we cannot increase a defective's native intelligence, we can do much to encourage desirable traits and to repress undesirable ones.[1]

While the I. Q. is a good index of the mearure of a child in his school work, it does not necessarily correlate with success in life. Persistence, courage, cheerfulness, humanity, patience,

[1]Fernald, Walter E. "The Feeble-minded in the Community." in Social Aspects of Mental Hygiene.

morality, and interest are elements of character which determine usefulness in the world's work.

4. Non-commitment. In our comment on point 4 dealing with the rejection of children committed to our institutions for feeble-minded we must trace back to point 1 and discuss the results of mental testing, the facts indicated by the I. Q., and the borderline of subnormal and normal, as well as the graduations of the subnormal child, for in most cases the rating of the I. Q. and the mental age of the child are the facts which, if too low, indicate the necessity of commitment. To quote Dr. Fernald again:

> Until a few years ago the various synonyms of mental defect were used to include only what are now known as the idiot and imbecile group. Practically the whole of the so-called moron class, of whom there are perhaps many times more than there are of the idiot andimbecile groups combined, and whose presence in the community is of far more sinister significance, were not generally recognized as being mentally defective and irresponsible until these improved diagnostic methods came into use.[1]

In 1886 when the initial appropriation was asked for the School for Feeble-minded at Waverly, it was assumed that an institution for 600 inmates would meet all the needs. After three years when the 600 patients were received there were 1000 applicants awaiting admission. Last year Waverly had 1660 inmates and 1400 on the waiting list. Wrentham had 1400 and 600 awaiting admission, while Belchertown had 900 and a waiting list of 200.

The I. Q. shows how bright a child is, compared to the normal child and how intelligent he will be when he reaches the age of 16 or the adult level. The mental age tells how

[1] Fernald, Walter E. "The Feeble-minded in the Community." in Social Aspects of Mental Hygiene.

intelligent or subnormal the child is at the time of his examination.

Feeble-mindedness is characterized by a lack of normal development of the intelligence. It is a definite defect in intelligence which has existed from birth or shortly after, and shows up from early childhood. Binet and Simon hold that the defective child "differs from the normal in the quality or kind of his mental make up. He is inferior not in degree, but in kind." Tredgold says:

> Mental deficiency or dementia is that state in which the mind has failed to attain normal development.

And again later:

> The mentally deficient person is one in whom this innate potentiality is so limited that no education and no training can avail to render him capable of the adoption necessary for independent survival. The condition is a psychological one although the criterion is a social one and we may accordingly define amentia as a state of restricted potentiality for, or arrest of, cerebral development, in consequence of which the person affected is incapable at maturity of so adapting himself to his environment or the requirements of the community as to maintain existence independently of external support.[1]

In America the term "feeble-mindedness" is not used specifically of the mildest degree of amentia but is applied generally to the whole order of amentia, thus being synonymous with the English term "mental deficiency."

a. The Grading of the Feeble-minded. The large group of the mentally defective has been divided into three groups according to the degree of defect present: (1) Idiots, which comprise those whose mental age does not advance as far as children's of two years; (2) Imbeciles, whose minds remain somewhere between two and seven years; and (3) Morons, whose

[1]Tredgold, A. F., Mental Deficiency.

intelligence does not go farther than the seventh to the twelfth year of normality.

In terms of I. Q., Kuhlman suggests the following classification:

Idiots have I. Q.'s of	0 to 24
Imbeciles	25 " 49
Morons	50 " 75

The capabilities of the morons are so varied that Goddard subdivided them into three grades and suggested the following terms: (1) High grade--able to do fairly complicated work with only occasional or no supervision, to run simple machinery, to take care of animals, only unable to plan; (2) Middle grade--able to do routine insitution work, (3) Low grade--able to run errands, do light work, make beds, scrub, care for rooms, if there is no great complexity of furniture. When speaking in general terms such classification will prove useful, but on the whole it proves more satisfactory to give the I. Q. itself when speaking of particular children.

All shades of mental inferiority occur between the moron and the normal. In addition there is a group above the moron whose conduct shows that they are not normal. These are sometimes called dull normal or backward. Different authorities draw the boundary lines between the minor subdivisions at different points and do not employ the same terminology.

Cyril Burt has provisionally fixed"the line of demarkation between normals and defectives with an I. Q. of 70 for children." For adults he apparently draws the line at 50. Below 50, he says, the case is an institutional one, and between 50 and 60 "super-

vision" case. Of these three main groups the moron, with an I. Q. between 50 and 75 is perhaps the most important from every standpoint for, as Rosenan says "this group of defectives propagates itself and the crop is large." The high grade defective or moron is the most troublesome in the community both because he is not easily recognized as defective and because he has sufficient mentality to go about by himself and get into all kinds of mischief, either on his own account or led on by someone else. Rosenau also says, "The male morons may grow up into paupers, drinkers, unstable and maladjusted people and fill the hospitals and welfare institutions. The female may grow up into irresponsible women, who replenish the ranks of the prostitutes and other defectives."[1]

A few years ago the insitutional segregation became almost universally accepted as the only logical solution of an otherwise hopeless problem. Dr. Fernald says:

> Theoretically almost all institutional provision for the feeble-minded is largely for the purpose of permanent segregation, to prevent the perpetuation of the feeble-minded stock. In practice, however, the majority of persons are sent, or committed to institutions for the feeble-minded because they have become troublesome members of the community or because their care entails much difficulty under home conditions with the eugenic considerations quite secondary. The antisocial and lawless behavior of the untrained feeble-minded is the principle reason for his commitment to the institution.[2]

The early knowledge of the feeble-minded was almost entirely obtained from institutional cases and those were largely of the hereditary class. It was then assumed, that all were of this class and as nearly all of these inmates had been troublesom-- not able to support themselves, were vicious in the community,

[1] Rosenan, Milton A., Preventive Medicine.
[2] Fernald, Walter E. "The Feeble-minded in the Community." in Social Aspects of Mental Hygiene.

it was inferred that all feeble-minded were almost sure to become dangerous members of society. Every state in the United States has taken steps to meet this problem. The history of the treatment of the feeble-minded and a study of existing laws in the different states shows a very diversified emphasis upon various side-aspects of the problem.

b. Cases Which Demand Commitment. Children are committed to the schools for feeble-minded either on court order or as voluntary commitment requested by parents or guardians. They may be taken there under custodial care if they have proved socially unadjustable for an indefinite length of time or they may be committed for a short training, then live out under supervision. In the past year Waverly discharged 99, Wrentham 82, and Belchertown, which is a school for feeble-minded delinquent children, 34 inmates. All grades of feeble-mindedness are accepted but also the personality traits play a deciding rôle in the question of commitment. Children who show much inclination to delinquency, who are brought to court on stubborn complaints, who have proved repeatedly delinquent or have gotten into the more serious kinds of delinquency are sure to be committed, while the milder morons, though often very suggestible, often remain in the community. Their very suggestibility may mean an advantage. With good supervision they can be led as well on the good road as on the evil one. As Dr. Fernald states, "While it is hard for the feeble-minded to learn, it is still harder for them to unlearn and with many of the feeble-minded the acquired habit of being moral and useful will enable them to lead useful lives outside the institution."[1]

[1]Fernald, Walter E. Standardized Fields of Inquiry of Clinical Studies of Borderline Defectives

In several cases a child's commitment to an institution for feeble-minded was not carried out, although the J. B. F. had advised it; in other cases the examination led to the conviction that the child would be able to get along in the community although badly handicapped by a low I. Q. Supervision, special classes, foster homes, were the factors advised to help the child adjust himself.

In the institutions the children are divided into smaller groups according to their abilities where they are mutually adapted to each other. Institutional life is in general rather different from home life. To meet that difficulty the so-called "cottage" system has been adopted, by which a group of children similar to each other in I. Q., physical age, and personality traits is kept in closer contact, in that they may more or less imitate the life in a family.

c. Cases Which Fall Within the Scope of Our Study. From the preceding discussion it is already apparent that we have to deal mostly with the upper group of the feeble-minded, the moron group and the majority of our cases show an I. Q. of 60-75.

Those below or around 50 would have been committed in almost every case, although our study does show five cases with an I. Q. below 50, six cases with an I. Q. between 50 and 55 and seventeen cases with an I. Q. below 60.

Chapter III. Individual Differences.

A. Individual differences in General. Now that we have seen how the material for this study was collected we may approach the cases themselves. The outstanding quality was the differences in each one of them, no two seemed alike, no two of them could be treated in the same way. Each background gave a different atmosphere from the very beginning, the personality of each child had to be regarded and the recommended treatment varied in each case. Even children of the same family, brought up in the same home varied greatly in their reactions to the environment and were adjusted by different means.

In each case the I. Q. was different and the lack of intelligence was emphasized or equalized by the different personality traits, by physical factors, by good or bad environment, by training or poor supervision. Proferror Vaughan says, "Each person must be studied separately for each person presents his own peculiar problem. There is no mould into which all people will fit and there are no ready-made formulas for solving the problem of mental training."[1] Dr. Fernald has drawn the following conclusion:

> We know now that feeble-mindedness is not an entity to be dealt with in a routine way, but is an infinitely complex problem. The feeble-minded may be male or female, young or old, idiots, imbeciles, or morons, from good homes or bad homes, bad defectives or good defectives, well behaved or vicious, industrious or idle; they may live in the city or in the country, in a good neighborhood or a

1 Vaughan, F. Wayland. "All Kinds of People." Psychology Magazin 1929. Dez.

> bad one. They may come from family stock highly hereditary as to feeble-mindedness, from one slightly so, or from good stock. No two defectives are exactly alike. What is good for one, may be bad for another. Our knowledge of feeble-mindedness is the result of scientific study and observation in many fields: medical, psychological, educational, sociological, economic, industrial, moral, legal and eugenic. An individual defective may be expressed only by an equation--his intelligence, plus his body, plus his family, plus his training, plus his personality traits, plus his moral, etc. No routine procedure will meet the needs of this highly differential group.[1]

As someone has said, "It is one thing to have a high I.Q. and quite another thing to be able to use it." Intellect, body, and emotions are not three separate things. They are united in a whole and must work together harmoniously as a unit, if we are to have an effective personality. Difficulties in any one of these fields will throw an additional burden upon the other two. Above all, each child must be considered an individual.

When we discuss the individual differences it is necessary for us to analyze the individual into different traits, tendencies, capacities, or other and more elementary units, because "an individual is far too complex to be discussed as a whole," says Ellis and to be compared without first making an analysis would lead to considerable confusion. It is necessary to consider in what aspects one individual may differ from another. Let us consider first the physical traits. The problem of physical hygiene is important because mental efficiency rests on physical efficiency. This has been early recognized and ~~said~~ noted in the Greek, "Καλοκαγαθία" or the "Mens sana in corpore sano" of the ancient Romans. Munsterberg says: It seems a matter of course that mind and body are connected whenever an action is performed.[2]

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[1] Fernald, Walter E. "The Feeble-minded in the Community."

[2] Munsterberg Hugo. Psychology, General and Applied.

B. Differences.

1. Physical and Mental.

a. Physical. Some of the physical traits have a great deal to do with the mental characteristics and even such a thing as a mere physical mass may have an importan psychological effect. Size, for instance, has considerable psychological influence. Certain tendencies such as aggressiveness and submissiveness and naturally likely to be influenced in their development by the physique of the individual. Form and proportion do not permit exact measurement, but in a general way their importance is evident in social behavior. Race consciousness is usually rather strong and differences in skin color have considerable influence in determining our social reactions, while the color of hair and eyes sometimes influences the individual reactions. Even cloth, ornaments, and such environmental accessories have their place in a total picture and therefore are worth mentioning. Structure is important, because it is the first essential fact of sex differences. The balance, the ratio between the sizes of functions of the different organs is to be noted, as for example, an over-active thyroid, may lead to an excitable mentality. To be healthy and free from the discomfort and disabilities of disease is of great psychological importance and resistance has a vital effect on our mental klife, while strength and endurance will determine emotions.

The part of the body most closely related to mental processes is the nervous system. In a general way the relation of the brain to the mind has long been recognized but most of our definitive and detailed knowledge on the subject has been gained in the past fifty years. In relation to this, Tredgold has concluded:

> All cases of mental deficiency are accompanied by imperfections in the structure of the cerebral tissue...It is perfectly justifiable to assume that in all cases the amentia has a physical basis; further, that there is a correlation between the degree of amentia and the extent of material change. The most convenient standpoint from which to discuss the psychological defects of these persons is the material one.[1]

Walter E. Fernald discussing the differences in feeble-minded persons says:

> These variations would be understood if we should examine the brains of a group of cases with eight year mentality. We should find that the structural lesions of the central nervous system which causes the mental defect vary as greatly as the behavior characteristics of the group. In certain cases we should find 'naked eye' lesions caused by actual traumatism or as a result of faulty development and in others the only lesions discoverable would be minute alterations in the ultimate structural elements, visible only with the microscope. The location of these lesions, both gross and microscopical, has also infinite variability and consequently varying effect upon the mentality of the patient.[2]

According to some authors an extremely small brain seems to indicate mental deficiency and an extremely large brain is rather likely to be associated with deficiency though not necessarily. Within rather wide limits we find little relation between brain size and intelligence, however, because mental defectives have brains of all sizes from the smallest to the largest and similarly brilliant men have brains ranging from very large to considerably smaller than the average.

It is not possible to-day to make an accurate estimate of intelligence by any kind of combination of measures of the face or head.

Lombroso developed the theory that criminals, mental defectives and other inferior types could be recognized by observing various "stigmata of degeneration," as he called certain irregularities in the features. But it has often been found

[1] Tredgold, A. F. Mental Deficiency.
[2] Fernald, Walter E. Standardized Fields of Inquiry.

that the so-called stigmata appear in normal people and defectives are often seen who show surprising beauty and symmetry. As a group they do show more stigmata than normals, but as there is so much overlapping between the two groups, it is of no practical value in differentiating.

More important than the measurement of the brain are the facts and differences which the microscope reveals between the brains of mental defectives, or the brains of defectives and normals. Hamerberg reported the results of a microscopical study of a number of cases of mental deficiency. He found considerable irregularity in the development of different brain areas. In particular areas or in the whole brain there were a scarcity of nerve cells. The cells would sometimes be smaller in size and their orientation would be disturbed or various derangements found.

Bolton studied a number of cases of deficiency and found a markedly inferior development in the frontal lobes. He concluded that this area was especially affected in mental deficiency.

Ellis studied the Purkinje cells of the cerebellum which are especially concerned with coordination and reinforcement of motor impulses, and found a marked deficiency in the number of cells, and on account of that discredited Bolton's idea that changes in the frontal lobe were primarily responsible for even the motor aspects of mental deficiency.

As a matter of fact progressive paralysis of the brain, for instance, which follows a primary syphilitic infection in a certain percentage of cases, and which disease leads to a more or less marked decrease of intelligence, is caused by a cell

destructive process in the front lobes.

Ellis studied several areas of the cerebral cortex and compared the number and size of cells with the results obtained by studying the same areas of normal brains. He found that mental inferiority was associated with several differences in cortical development. In agreement with Hamerberg a deficiency in cell number and various abnormalities in cell arrangement were found. Numerous cells in an undeveloped condition were found in the white matter where they had stranded and failed to complete their migration to the cortex. The cells presented only the nucleus surrounded by a thin mass of cytoplasm. Accurate measurements show that the ratio of cytoplasm to nucleus increases with the development of the cells. The cytoplasm is less developed in the neurones of mental defectives. With the deficiency in cytoplasm goes a deficience in number of dendrites and consequently in the possibility of associative connections. The mental defective is, then, often handicapped by a general deficiency in nerve cells and by a lack of growth and organization of the cells he has. The number of nerve cells is complete soon after birth and they attain their maximum size by the age of two or three years, so it is evident that before the child enters school the limits of its mental development are already determined.

People have always felt somehow that mental capacity is determined and limited by physical facts and especially the development of the brain, and there are several old proverbs indicating this.

Next to the nervous system in importance among the physi-

cal factors influencing mental growth and activity comes the glands of internal secretion. It is well known what extraordinarily profound effect they exert upon the mind and body, and that the secretion of these organs is correlated with the general condition of the organism.

There are two kinds of glands: first, the glands with ducts or outlets, such as the salivary glands, the liver, etc. These glands have a duct pour their secretion into some part of the body and are, therefore, called glands of external secretion; second, the ductless glands, or glands of internal secretion which have no duct or outlet but have their secretion taken up by the blood circulating through the gland. Some glands, like the pancreas, have a double function, an internal and an external secretion.

The general names applied to these internal secretions are hormones or autocoids. Hormone is the more commonly used term. Our knowledge of the effects of the hormones is more recent and more deficient than that of the structure and function of the nervous system. Up to 1849 nothing was known of the function of the glands of internal secretion. In that year Berthold demonstrated by experiment that the sex glands, in addition to the production of sex cells, also supplied the blood with something which regulated the secondary sex characteristics. The effects of these glands on mental processes has only recently been appreciated.

In 1915 Cannon published his work on bodily changes in the emotions and demonstrated the effect of internal secretion of the emotions. Today we have more problems than facts

about the internal secretions but at the same time enough has been learned to show that the glands have an enormous influence on both mental growth and mental activity. "Temperaments are dependent upon glands of internal secretion," says Kretschmer.[1]

It ought to be stated that these glands fall into two groups: thos that are excitatory in their action and those that are inhibitory. Also each harmone affects only certain specific tissues, although the blood containing it circulates through the whole body. Neither normal growth nor normal functioning of many of the organs of the body including the brain, is possible without the appropriate internal secretions. J. Needham says:

> The endocrine organs control the harmonic development of the body, they are the sources of the directing factors of morphogenesis. The different parts of the body do not develop in an automatic way, independent of each other, but during development they stand in continuous interrelation. The maintaining of this correlation is that function of the endocrine system, which I call their architectonic function.[2]

In the following we shall discuss some of the most important glands and their functions as they are responsible to quite a large extent for part of the differences in the individual's make-up. The thyroid gland is located in the neck. In some cases it enlarges and becomes conspicuous as a goitre. Experimental work on the thyroid is difficult, because it covers and more or less surrounds the parathyroids, which are essential for life. If the whole of the thyroid is removed, consequently the parathyroids will ordinarily also be removed or injured and death will follow as a result of parathyroid injury before the effects of the loss of the thyroid can be observed. Much confusion resulted in early experiments from the failure to distin-

[1]Kretschmer, C. F. Character and Temperament.
[2]Needham, J. Lucretius Redivious (The Hope of a Chemical Psychology).

guish between the effects of the removal of the thyroid and of the removal of the parathyroid. It occasionally happens that a child has no thyroid tissue and in such cases we get the best examples of the absence of the gland. These children develop normally until the close of the nursing period and then suddenly they stop growing; the rate of metabolism is decreased, the temperature is low and general bodily functions decrease in rate. Mental growth stops and the child remains at the age level of infancy, and will be an idiot or imbecile. It the child lives to the age of adolescence and maturity, it falis to develop the adult sex characteristics. Some of the children become obese, but otherwise there is little change in size. In adults, when the thyroid is lost as a result of disease or of operations, a regressive process takes place with result in the end similar to that in the infant. There is of course no loss of stature but the mind rapidly deteriorates and sexual functions are lost; the hair drops out, the skin becomes dry and wrinkles and general metabolism is lowered. If under these conditions thyroid tissue is grafted under the skin at any convenient place, a cessation of these symptoms follows and the patient rapidly regains the normal mental and sexual condition. In actual practice in such cases the dried gland of the sheep is usually given by way of mouth. The results are the same as of grafting.

These results indicate that the thyroid in some very important way stimulates the general growth of the body, especially of the nervous system and sex organs. The presence of iodine in the thyroid has long been known and iodine has been used with success in treating thyroid deficiency.

In spite of the doubtful points as to the exact method of functioning of the thyroid, there can be no doubt that it is essential both for normal growth of the nervous system and for normal mental activity after growth is complete. This affords us another strong link in the chain connecting mental capacities and activity with bodily processes. And since the thyroid shows such wide and frequent variations in functional efficiency, it is an important factor in explaining individual differences in activity andtemperament. In one of the cases of our study, for an example, a child of nine years of age, which was distinctly feeble-minded was brought to the hospital as an emergency case because of acute appendicitis. In the course of the thorough medical examination it was found that there existed a hypo-function of the thyroid gland, shown by a distinctly lower metabolism. This deficiency was treated for a period of six months and the child showed a marked increase in the rating of his I.Q. after this period (from 71 to 78).

The parathyroids are variable in number, but in man there are usually four chief parthyroid bodies and at times other smaller ones located under the thyroid. Extirpation of the parathyroid causes a rapid increase in the irritability of the nervous system. The muscles soon show signs of tetany and death results in a day or two after the operation. Administration of calcium decreases the tendency to tetany and postpones death.

A deficiency in parathyroid is associated with the trembling palsy known as paralysis agitans. The effect of the parathyroid on the nervous system apperas to be to prevent the over-activity of the neurones and perhaps to aid in the recovery from fatigue.

Parath deficiency seems to result in the exhaustion of the neuromuscular system but the evidence is not yet conclusive. Normally there is more parathyroid tissue than is required, so that there is probably no such thing as excessive secretion of the parathyroids. At least, such is not known at present.

The adrenal glands also known as suprearenals, are attached as thin coapsulas to the upper or anterior end of the kidneys. Their removal causes muscular weakness and death. Their extract is found to increase the excitement in the animal. The adrenal consists of two functionally different parts, the cortex and the medulla and while evidence at present indicates that the cortex seems to stimulate sexual development and possible hair growth on the body, the medully extract influences and increases the heart beat and the blood pressure.

Cannon's work, "Bodily Changes in Pain, Hunder, Fear and Rage" published in 1915, formulates the theory that emotions consist of the consciousness of the reflex bodily changes produced by some exciting stimulus and demonstrates the close relation between bodily changes and emotions.

The sex glands have a double function; they do not only produce sex cells, but also the internal secretion which regulates the development of secondary sex characters and has a specific effect on these, although sex development is itself regulated and conditioned by the development and secretion of several other glands too, the thyroid, adrenals, pineal, thymus, and pituitary. Sex emotions are quite definitely dependent on the secretion of the sex glands and the great development of interest in the other sex which comes with adolescence is due mostly to their effect,

and so are the great individual differences in such interest associated with their internal secretions.

Some of the present scientists are inclined to believe that the school of Freud has probably put too much emphasis on sex instincts determining mental life. Still they have succeeded in demonstrating that a great amount of mental activity focuses and is stimulated by sex. In some of the cases of our study sex strain played an important role as a causative factor in the child's delinquency. While some of the individuals had to be committed or commitment was recommended particularly on account of their strong and unrestrained sex emotions, others did not at all suffer under any strain of this kind.

The pineal body which is related as being an evolutionslly kind of third eye in the lower forms and thought to be the seat of the soul by Descartes is attached to the dormal part of the thalamus. It has apparently no function to adults, but in children its internal secretion is supposed to cause a premature development of the sex organs and nervous system.

The thymus is located over the heart and its functions seem to be somewhat similar to those of the pineal as an inhibitor of precocious sexual and mental development. It increases in absolute size, but decreases in relative size, until the end of the period of puberty, when it normally declines in importance.

The pituitary body is located at the base of the brain--has lobes with different functions, and supplies harmenes which have some effect on the growth of the nervous system and regulates the growth of bones. If in some cases the energy of growth is used up in producing the skeleton, because other organs

fail to develop normally, physical and mental inferiority results. The destruction of the gland would result in great muscular weakness, followed by death in a short time.

Several other glands in the body appear to supply harmones but the effects of these do not seem so closely related to mental activity and may therefore be passed over here. As may be suspected, the discoveries of the effects of internal secretions have led to various hypotheses as to the relation of differences in these secretions to different types of individuals. G. Y. Rich, who made studies of excitability and other manifestations of human subjects by analyses of the products of metabolism says, "There is some relation between body metabolism and personality. We are not so fortunate yet, as to measure those chemical factors which are most closely related to character traits."

As bodily differences are known to be greatly influenced by internal secretions it is also evident that mental differences are produced by the functions of these glands and that they play an important part in the development of the individual, his mental growth and intelligence. Jennings comments on the relation of glands and character as follows:

> Besides the germ glands, other parts of the developing body produce harmones, that circulate through the entire body and affect the development of the physiology of other parts. To their action enormous importance has been attributed, particularly in determining the temperaments and mental characteristics of human beings. Diverse sets of genes produce harmones differing in quality or quantity, thus causing differences in the characteristics of the individuals. It has been suggested that differences between the races of men may be due mainly or entirely to differences between particular harmones.[1]

[1]Jennings, H. T. TheBiological Basis of Human Nature.

b. Mental. Dr. Fernald once assembled in a room 252 individuals with a mental age of eight years. The individuals in this group varied in physical age from twelve to fifty years. Some of them had learned to read, while others had not been able to do so. Some were capable of elementary computations, while others found the simplest concept of number almost beyond their capacity. Some of them had been able to develop into fairly expert mechanics, but others were able to do only the simplest sort of manual labor. Some were conscientious and relatively trustworthy; others were most untruthful, dishonest, and immoral. In some sex proclivities seemed to be the dominent interest, while in others the sex interest seemed to be entirely normal. This variability shows that a measurable intellectual level is not the only factor in the study of the feeble-minded and in the working out of the type of care and training that they need.

The difference in our sensory capacity may be the foundation of very important mental differences and as sensations depend quite as much on the inner mechanism as on the external stimulus, it is quite evident what an important part the sense organs play and how inadvisable it would be to keep mentality and physical traits apart. The capacity of reviving sensory qualities without the customary objective stimulus admits the possibility of a wide range of variations. Some children will have a good imagery in certain fields with a poor imagery in others, while some people claim to have none at all. Even in a particular field the imagery may vary on different kinds of material. The available data on the subject of imagery in mental defectives is not very reliable, as they are unable to give

accurate accounts of introspection and there is no other satisfactory way to study images. Some of the tests given at the J. B. F. illustrate very clearly in their outcome the great differences of imagery in the subnormal child and this existence or lack of imagery points clearly also to the child's special abilities and disabilities.

Our thinking is a process of associating things and relating them in different ways and the differences in intelligences, the differences between normality and insanity are often partially stated in terms of the mental control of these relationships. Hart says, "The beliefs of the sane are often incompatible with facts, but no belief can be held for long, which is very obviously contradicted by experience. In the lunatic, however, we have seen that this gross incompatibility with experience is frequently observed."[1] The associational capacities and tendencies represent the field of greatest defect in feeble-mindedness. Associations are much slower and fewer in number and this is of marked effect in reasoning. (For example see below case IX--Mary).

Ellis gives a list of mental traits, which should be considered if we study an individual. Among others he mentions attention, images and imagination, perception, memory, associative tendencies and capacities, reasoning and intelligence. We must realize the difference in quality and quantity of each of these traits and their different combinations to be fully aware of the multitude of possibilities in mental differences. In our study we found children to be inquisitive, observant, fair-minded, teachable, suggestible, and others who were unobservant, inattentive, distractible, opinionated, over-sure, unsuggestible, and

[1] Hart Bernhard. The Psychology of Insanity.

negativistic. As all these different qualities are based mainly on only one or two mental traits, the chances of mental differences when each trait is taken into consideration, seem overwhelming.

Some of the listed capacities and tendencies may be considered as more or less elementary and it is often in terms of combinations of these, that individual differences are discussed, while we have several mental processes which are dependent on complex capacities and are spoken of as if they were simple, as for instance, emotion, attention, perception, imagination, memory, and reasoning. In the case of all these complex tendencies a variety of factors appear to influence and alter the results in the individual. Emotion depends on previous experience and will vary according to the character of the previous experience. The average intensity of emotion in morons is probably less than in normals although no great difference appears while the emotion in imbeciles and idiots seem less developed, as they are usually more apathetic. The greatest difference is found in the sympathetic and altruistic emotions, on which normal conduct is based. As these emotions develop phylogenetically late, it seems likely that they are deficient in an underdeveloped individual. Goddard thinks that even the sex instinct and emotions are probably less developed in defectives than in normals.

Attention is much influenced by the presence or absence of distracting stimuli. It is based partly on interests, and interests are less varied and less intense in mental defectives. In general it will depend on how high the I. Q. is and on mental age and so we may compare the defective child with the normal child of

the same mental age. It is not difficult to recognize the complexity of the perceptional process and imagination is limited only by the amount, variety, and quality of the material of past experience and covers any kind of new combination of this material. A memory experience may consist of a wide variety of elements.

In the process of reasoning new combinations of mental material are made for the purpose of solving a problem. The character of this process will depend on the character of the imagery and the available associative tendencies as well as on the experience of the individual and here it is that we find the outstanding and most significant defect in the subnormals. (See below case IX).

2. Native and Acquired. "Individual differences," says Ellis, "whether mental or physical, are due to the combined action of hereditary and environmental factors and the results of modern biology point to the conclusion that of the two heredity is much the more important, if indeed it is justifiable to say that either of the two factors is more important when each is both inevitable and necessary."[1]

There is an hereditary and biochemical basis of life which can not disappear from the problem. The chemistry and morphology of the body are not identical in different persons and we must assume that these differences will influence the reaction of the subjects to experience. It is a question whether and to what extent we can determine a person's mental characteristics from a study of his stature, weight, color of skin, hair or eyes, shape or size of head. Closely connected with this problem is that of

[1]Ellis, R. S. The Psychology of Individual Differences.

how different traits are combined and related in an individual. We find the greatest diversity of opinions on the problem of individual differences. Some believe that all are born with innate personality traits, while others believe that all differences found in individuals are due to various diseases, differences in nutrition, differences in work or other non-hereditary factors. To quote Dr. Rosenau again:

> How much of our physical and mental make-up is due to heredity (nature) and how much to environment (nurture) is one of the much ciscussed problems. It seems evident to students of biology that by far the overwhelming factor in our organization is set and definitely fixed at our birth. Heredity appears to be the outstanding influence of first and prime importance. It is well said that inherited constitution must ever be the chief factor in determining character. Environment may influence the individual, but apparently has small and slow power of propagating itself for good; great, and rapid power for evil.[1]

Strecker says:

> The tremendous importance of even such general considerations as age, race, climate, nutrition, occupation, hygiene, habits of life and the like, cannot be over emphasized and even though it is often true that such general factors would be powerless to produce morbidity in themselves, if the direct mediation of a specific cause were wanting, still it is probably also true, that without their predisposing influence, this cause in itself would not exert any harmful effect. These general factors are so well known that we speak of racial, climatic, occupational, adolescent, climacteric, or senile diseases and the like. It would seem, therefore, that in some sense we are always dealing with total reactions, which are the end result of the constant interplay between individual and environment....May we not find that in the last analysis that there is such a thing as multiplicity of causes as applied to mental disease--a non-specific etiology?[2]

a. Native(Heredity). There are two kinds of native reactions--reflexes and instincts--and all other reactions are either modifications of or combinations of them. They are the funda-

[1]Rosenau, M.S. Preventive Medicine and Hygiene.
[2]Strecker, E.A. The Non-specificity of Mental Disease.

mental tendencies or dispositions, with which every human being is endowed, as he comes into the world. Differing in degree in different individuals they unite in varying proportions to form various kinds of dispositions, but are in greater or less degree the common property of us all.

The study of reflexes is of great value in comparing low-grade mental defectives and normals, while the instincts taken in conjunction with the emotions are of the utmost importance in understanding human nature and conduct. Josephine A. Jackson defines instincts as the habit-reactions which have grown up in the service of the two chief needs of life, the preservation and the development of the individual and the preservation and development of the race. She says:

> An instinct is the result of the experience of the race, laid in brain and nerve cells ready for use. It is a gift from our ancestors, an inheritance from the education of the age long line of beings who have gone before. [1]

McDougall defines an instinct as:

> An inherited or innate psycho-physical disposition which determines its possessive to perceive or pay attention to objects of a certain class, to experience an emotional excitement of a particular quality upon perceiving such an object and to act in regard to it in a particular manner or at least to experience an impulse to such action.[2]

He gives a list of these fundamental tendencies of the human race and the emotions which drive them to fulfilment, like Nutrive Instinct and hunger, flight and fear or curiosity and wonder.

Experience in various ways usually helps to modify them and the experience of two people is never the same.

[1] Jackson, J.A.; Salisbury, Helen M. Outwitting Our Nerves.

[2] McDougall, W. Social Psychology

In the case of our study we noticed, for example, the individual differences in the strength of emotions, we saw children who were responsive, sensitive, impressionable, excitable, enthusiastic and grateful and others who were unresponsive, unfeeling, shallow, hard, apathetic, stolid, or unappreciative. Studying the difference in the expressions of emotions we found emotional children, children that were boisterous, hypomanic, lachrymoss, brooding, demonstrative, sentimental, gushing, hysterical, highstrung, labile, explosive, voilent, passionate or self-contained, subdued, composed, stoical, undemonstrative, imperturbable, peaceful, easy-going, temperate, or unruffled. The variability of emotions changed. We found unstable children, variable children, moody, temperamental, stable, and steady children. As to quality of emotions we used terms like jolly, mirthful, elated, exuberant, sunny, even-tempered, resigned, unresentful, amiable, uncomplaining, carefree, sanguine, doleful, dejected, depressed, glum, forlorn, irascible, irratable, grouchy, resentful, petulant, querulous, captious, sulky, anxious, and apprehensive to give an adequate picture of the child's emotional life. We did not find two children, who were quite alike, where the descriptive terms used for one would have fitted exactly the other. The native differences in intelligence of individuals is discussed in a later chapter.

b. Acquired (Environment). To this original difference we must add a group of yet unmeasurable characteristics that are of great importance, in determining the personality, as for instance, attitudes, beliefs, sentiments, and ideals. What we believe, what

we love, what we hate, how and why, and to what degree we respect ourselves are vital factors in determining what we are and do, and the objectives towards which a person strives and his purposes will be determined by such sentiments; his activity and conduct will be influenced by them.

All acquired traits or characteristics are to be regarded as modifications of native traits or as being based on native traits or capacities. Therefore, it becomes necessary to keep in mind that whenever individual differences are credited to the influence of environment there is an underlying native factor, that may be quite as important or perhaps on occasions more important than the environmental one.

It is very difficult to draw any exact line as to whether the differences in individuals are inborn or acquired. In fact there is such an interplay of both the native and the acquired differences that we can scarcely keep the two groups apart. It will depend on the individual as well as on the point of view of the investigator to decide whether a special trait is due to heredity or to environment. While in one child certain traits may be born and native, we may have evidence that the same trait is mostly acquired in another child. In our study we found children that were naturally industrious and skillful at a very early age and in spite of the fact that their environment was most unfit to develop any such trait, while others only acquired habits of industry and manual skill after a long period of supervised training and still others never succeeded at all. This failure was one and perhaps an outstanding one of the factors,

that caused the final failure and nonadjustment of the child. In addition to native abilities and acquired knowledge and skills of the individual we must consider the important factor of interest and ambition. We must assume the child's point of view, if we want to know why he acts as he does. The feeling tone connected with his point of view directs the child in various ways. There is the way of optimism in which the child is confident of easily solving problems which he meets and it will develop courage, openness, frankness, industry and the like. The opposite of this is the development of pessimism. The world looks most dismal to a child who is not confident of being able to solve his problems. We shall find distrust, hostility to the world, and to his environment in such a child. The obstacles which a child metts during his development in his environment often result in the stunting of his sodal feeling. Some of the children in our study were aware of their defect and in this inferiority feeling the origin was to be found of their abnormal relationship to their environment. These children derived great satisfaction from any kind of work which they were able to do well and their final adjustment was based mainly on the development of this trait.

(In Case X, Harry, we see the reaction of a boy whose goal lies beyond the boundaries of the attainable and beyond the limits of his ability). The defective is so suggestible that he is probably more influenced by his environment and bringing up than is the normal individual. Ellis says, "A ceaseless variety in individuals is provided by making new combinations

of old traits. All mental differences are of a quantitative character. Most individuals would have at least a small amount of each trait, though in some cases the amount would be zero."[1]

We are impressed with the existence of constitutional differences dependent on the physiological processes. At the same time we are impressed with the fact that life experiences, perhaps a single experience, may so condition the individual that his reactions are or appear to be as pathological as those of the constitutional inferior. The effect of bad environment on a subnormal child is illustrated in Case I below--that of Elsie.

It may be pointed out that of two children, perhaps twins, even identical twins, one may be daring, the other timid, and as the children have lived in the same environment this must be constitutional. But conditions are never identical for two children and they vary widely in many cases. John B. Watson has given an example of two children, who walk with the father in the street, one on the inside, the other on the outside and one sees the flowers in the yards and the other sees a child crushed by a truck. The study of character makes it necessary to view heredity, psychopathic and endocrine factors as items of a very important social background. The individual is changing under influences which cannot be measured. His response in situations changes with periods of physical, mental and emotional maturation and as a result of experiences in an endless variety of preceding situations.

[1]Ellis, R. S. The Psychology of Individual Differences.

C. Complexity of Differences.

A consideration of the physical and mental differences which have been enumerated reveals the multiplicity and diversity of the individual differences and the host of possible combinations admitting, therefore, an infinite number of possibilities. Professor Vaughan says, "No one theoretical doctrine can suffice to describe adequately the heterogeneous trends of human nature."[1] Even the most minute and apparently accidental act is only the final link in a concatenation of events, and like all the happenings of human life, it is functionally conditioned by groups of interesting factors; by the realities of fate, of the environment, of the physical structure (including its biological and social end results) and by the personality itself, an end result constantly suffering modifications under the influence of all these realities. To fathom and to determine all these contributory factors appears just as impossible as to discover in nature an exact repetition of the same process. The impressions and stimuli which arise in the outer world are transmitted by means of the sense organs to the brain and on these vestiges are built the world of imagination and the world of memory. The analyses into its component elements renders comprehension easier and permits us to grasp this multiformity.

Since the range of such differences is so wide, in passing judgment on the individual case, the question often arises, as to whether it should be considered normal, i.e., comprehended within the range of individual differences or whether it is beyond in

[1]Vaughan, W. F. The Lure of Superiority.

the realm of the pathological. Fixed norms do not exist here and it depends more or less on the judgment and the experience of the investigator or the adjustment of the individual to the demands of his environment ~~is regarded~~ as a criterion.

Jennings discussed the differences in individuals and says:

> The process of disentanglement is most difficult; in many respects it is impossible at the present time. For many of the observed differences between human individuals there is no way of determining which set of factors is responsible. The psychologist, the behaviorist, the sociologist, can prove that the later behavior is altered by experiences undergone, the genetricist can prove that diversity of genes results in diversity of behavior. But for the observed present diversities in behavior between particular individuals there is often no method of deciding which is at work. For such judgments as can be formed, one must pass in review what is known as to types of differences producible on the one hand by genes, on the other by environment.
>
> Diversity of genes can produce very great difference in mentality. It can produce the difference between a feeble-minded individual and a normal one. It can produce the difference (under effectively the same conditions) between an insane individual and a normal one. It can produce great or slight differences in the efficiency of senses.[1]

The existence of individual differences and their proper recognition is of the highest theoretical, scientific and practical value. Every branch of modern business finds it profitable to give its attention to it and to study carefully this interesting phenomena, which must be taken into account very carefully if one wishes to arrive at correct judgments of individuals, their value or their lack of it, their motives and their acts.

We can not work out the formula for all the physical experiences influencing and determining the individual. There are too many of them and the relations are too complex to be expressed

[1] Jennings, H. L. The Biological Basis of Human Nature.

in a simple little formula. There are too many factors, which we can't get all at once in our mind and which with their varied and thousandfold responses through ends of time have created the individual altogether too complicated for us to express in a formula. The same experience may prove of fundamentally different influence for two individuals and what may mean a qualitative experience for one may be felt as quantitative by the other.

"No two people react alike to the same situation" says Professor Vaughan[1] and Munsterburg has said:

> The same surroundings are different for every personality. Each man lives in the world which his inner dispositions select and shape. Each of us is a different personality in different situations.[2]

The J. B. F. gives the following definition for character which expresses the diversity of the determining factors and the diversity of the individual:

> Character is the sum of the acquired tendencies built upon a native basis of disposition and temperament. It includes our sentiments and habits and is the product of the interaction of disposition and temperament with the social and physical endowment under the guidance of intelligence.

In the cases studied here, when determining the personality of the child and making recommendations for its adjustment, the greatest attention was paid to individual differences. With every proposal the individual differences were taken into consideration in planning for guidance of the child and his choice of occupation. For each individual case the attempt is made to attain the best possibility for the development of the child under the given circumstances and environmental conditions.

At this place we enclose one of the 280 charts of our study to show how the individual differences were considered in each case.

[1] Vaughan, F.W. "All Kinds of People." Psychology Magazine. Dec. 1923
[2] Munsterberg, H. Psychology, General and Applied.

No: 176 NAME: J. W. D..... J.B.F. No: X-X--

PARENTS:	FATHER:	MOTHER:	ECONOMICAL STATUS:	Normal	
NAME:	William	step m. Francis	PHYSICAL HOME:	4 rooms, very nicely kept	
NATIVITY-RACE:	American, Irish	American	NEIGHBORHOOD:	So. Boston, bad crowd around	
RELIGION:	cath.	cath.	MARITAL CONDITIONS:		PARENT-CHILD-RELATION:
PRESENT AGE:	48	45	LEGAL STATUS: +		FATHER: good pals very interested
EDUCATION:	commonsense some schooling	High School	RELATIONSHIP: Parents		MOTHER: some nagging friction on acc. of Enuresis
OCCUPATION:	sign painter $50	House work	respect each other, work		FOSTER FAMILY: —
MORAL STANDARDS:	good	good	congenial		

REFERRED BY: Boston J.C.

PROBLEM: Larceny

FAMILY:	PHYSICAL DISEASE	PHYSICAL DEFECT	MENTAL DISEASE	MENTAL DEFECT	MISCONDUCT COURT	MISCONDUCT NON COURT	SPECIAL REMARKS
FATHER:		not robust stomach					good impr. straight form, int. reliable
MOTHER:	died child from	in birth T.b.	worried much				step m. since 14 yrs.
SIBS:	5, All younger, no trouble						J.B.F.
OTHER RELATIONS	P.U. wayward P. family respectable M.F. much Tb., respectable						

BIRTH: J. 27. 08. instrumental delirery
LEGITIM: +
HOUSEHOLD: Two kinds of children, younger than J.
CHILDREN: 6
DEVELOPMENT: Head inj. at birth, long in healing, nutr. diff. rickets (poor)
PHYSICAL CONDITIONS: poor nutrition tonsils enlarged, glands, poor strength, chronic cough. -
PRESENT DISEASE OR HANDICAP: Some stigmata, decidly poor strength

PREVIOUS EXAMINATIONS: DATE:	PLACE:	DIAGNOSIS:	J.B.F. EXAMINATIONS: DATE:	AGE:	T. 2v:
			T. 10. 1925.	16/11	72.

MENTAL AND BEHAVIOUR CHARACTERISTICS:

INTELLIGENCE: Defective, high grade moron apperceptions better in proportion

SPECIAL ABILITIES: concrete material

SPECIAL DISABILITIES: motor control

PSYCH. S. PSYCHO-PATH:

HABITS: Enuresis, nutrition difficulties some smoking

MOTIVATIONS: ~~Implicated in misappropriation of auto~~ Implicated in misappropriation

DELINQUENCIES: of auto

PROBLEM: Home and work adjustment

USE OF LEISURE: Street life

PERSONALITY TRAITS:

Very forlorn appearing boy, strikingly peculiar features, listless attitude show reactions picture of physical and mental inferiority, serious and friendly cooperative, truthful, easily led, not vicious seems to need considerable supervision.

Reported good character traits at home, kind hearted and generous to siblings, good worker

(asset)

J.B.F. CAUSATIVE FACTORS OF DELINQUENCY OR PROBLEM:

1.) Bad companions street crowd, esp. one very delinquent boy, 2.) Mentality and personality, 3.) Street life, 4.) Some friction at home.

MOVED:	REASONS:	ADDRESS WHEN EXAMINED:
F. intends to move on may profit from better	account of children, so they neighborhood.	188 Fourth Str. So. Boston, Mass.
		PRESENT ADDRESS

Recommandtions - Adjustments:

Prognosis:	Physical Rec:	School:	Work:	Placing Inst:	Placing Foster H	Other Adjustm:	Supervision Home	Supervision Agency	Reasons:
Seems, as if boy ought to make good under probation if crowd is broken up.	Teeth tonsils lungs Country life, ~~up~~ building	Continue night School	Continue present job	remain in his own home		moving to other neighborhood		Probation	Job seems suitable considering mentality. As f. intend to move and delinquent compan. is taken in hand, boy could continue under probation.
Carried-out	+	+	+	+				+	

Recommandations Carried Out:

Date.	Jes:	No:	Part:	Agency:	Reasons:	Special Abilities:	Special Disabelities:	Results:	Personality Traits:
May 8, 1929	+			Mass. Prob. III. 2 yrs.	family co-operative. boy much impressed with court appearance willing to improve	routine work	—	good II.	Well dressed, looks neat, manly appearance. Appears cheerful contented and happy, health has improved. Good home report

School: Parochial, public

Age: 15 Grade: VI.

repeated several grades, always backwards

Conduct and Attitude:

some truancy

School (after J.B.F.)

Age	Grade Att:	Reason F. Leav:
16/11	night School	

Conduct-and-Attitude:

attends almost regularly good report

Employment:

Worked Since: Nov. 1924

Number of Positions: 4 (some accomodating)

Nature of Employment: factory work

Date:	Place of Work	Type of Work:	How Long Left:	Why Left:	Success. Results:
IV. 25	Paper concern	routine w.	11 months	to earn more	$.9 did well
XI. 26	Eastern Tire Comp.	routine	few months	wants to improve his earnings	$.13 good
VI. 27	Brush factory	routine	13 months	"	$14 good
V/29.	Am. Can Comp.	checker	is still working there		$19 (gives $10 to his family. Spends rest on his person. needs. Is self supporting entirely)

Analyses: Personality asset, - supervision III. - classification II

Boy has been followed up for 4½ years. His court experience impressed him very much, he had a good report from his home and from his work after this. His step m. thinks him well adjusted. Of his earnings he contributes $10 to the family meets his own expenses with the rest. Has nice friends, likes his job, tries to improve. Seems happy and well adjusted II.

Chapter IV Analysis of the Cases.

A. The General Social Environment of the Child.

The form devised for the analysis of the records to secure the necessary facts concerning the traits and environment of each child is rather elaborate. It seemed advisable to gather all details of information that bore on the problem of individual differences and that were possibly an influence on the adjustment of the child in order to make this material more useful for later purposes. The chart, which was devised and used for this purpose, is reproduced on the following page.

An effort was made to include in this analysis every pertinent fact contained in the original records and probably influencing the result in the end. Detailed study is indispensable to adequate understanding of individual children. Unless we know the material with which we deal and the results of the prescribed treatment, it is impossible to measure successes or failures. Before we proceed to the review of particular outstanding cases, it seemsadvisable to discuss and justify this plan of analysis.

We see the parents of the child figuring in the first section of the analytic chart: the composition of the family, the ages of the members, their occupations and earnings, their religious affiliations, their habits and police records, the type of dwelling, number of rooms, floor, rent or owned, number of persons in the household, number of boarders and roomers, sleeping conditions, all these facts are important, though often not

generally recognized. Sanitary and moral conditions, neighborhood, standards of living maintained by the family will influence the child and so will the family budget in relation to the child's employment.

The reading of records frequently disclosed the impossibility of obtaining all or even the major part of the information, although in most cases the records gave a vivid picture of the child's condition. The follow-up which had to be carried through in many cases was always complete enough to classify the adjustment.

In the twelve cases where the complete story is given, we only mention the outstanding events and facts which really influenced the adjustment of the child or were necessary for adequate understanding of him, or the treatment. When, for instance, siblings were of no influence on our case, we did not mention them in the case history, although, of course, all data on them, their number, age, etc. were recorded in the analysis form, which we used for the purpose of collecting our data from the J.B.F. records.

We shall now proceed to the details of the formula in the established sequence.

1. The Parents. In our study children were included from Anglo-Saxon, Jewish, Tuetonic, Scandinavian, Italian, and Negro origin. The nativity and race of the parents has much to do with the child's background, the traditions and standards with which he has been brought up. For example, we point to the Italian people, where the girls have a great deal of supervision, although often harsh and unintelligent; are allowed very little recreation

outside the home and are expected to obey blindly. In our case VIII--Theresa, this kind of supervision leads to adolescent rebellion against repression.

The religion of the parents influences and determines their behavior and the home atmosphere. Among the physical factors that will influence the development of the child we must also consider the age of the parents. The results of the studies made by H. Ellis, Cattell, and Terman seem to favor young parents rather than those of middle or late age. If parents are illiterate or have had very few advantages of education it will be harder for them to realize the problems of their children and the demands of the community. We notice in case VIII that the parents are too ignorant to grasp the importance of the girl's going regularly to school and the mother in Case II--John, tries hard to get the boy discharged from the School for Feeble-minded where he enjoys the chance of thorough training.

The occupation will throw a very definite light on the family situation. In case VII, Anita, we see the difficulties of a child whose both parents work out. Nothing seems so important in family life and influences the child in each period of his life and adjustment to the community so much as the moral standards of the parents and the example of the home. Knowledge of right and wrong is a specific matter to be applied to specific situations which the child encounters in his daily living. The task of moral and religious education is concerned with the complete life of the child, not with a portion set aside for so-called religious instruction. William Thomas tells of an interesting study which reveals the relationship between the child's

ideas of right and wrong and that of major influence groups, as parents, friends, club leaders, public school teachers and Sunday School teachers. Though not extremely high, the home holds by far the highest relationship, as it stands foremost with 545 people while friends follow with 353, club leaders 137, school teachers 028, and Sunday scholld teacher 002.

2. The Home. For the economical status of the home we have used five definitions devised by Healy and Bronner:

Destitution: Real want, insufficient food and clothing, not able to meet bare needs without aid.
Poverty: Constant struggle to make both ends meet--no margin for anything outside actual needs.
Normal: Not much beyond necessities, children allowed some outside recreations.
Comfort: Margin for ordinary comforts including recreation such as family trips, occasionally, clubs, wants and extravagant.
Luxury: Unusual cultural opportunities with some extravagances.

The Physical Home has been studied in connection with the importance of environment and cleanliness as also overcrowding in the home has been checked up. The unhappy influence of a bad and neglected physical home was often apparent, for instance in May's case (Case II).

The Neighborhood was looked at from both the physical and the moral aspect and was investigated for its assets or liabilities in regard to the child's adjustment. A coal yard or tempting fruit stores in the immediate neighborhood would often account for petty delinquencies of the suggestible feeble-minded child. The difference it makes having factories or a library, a park or a supervised playground, or a settlement house with offerings of recreation nearby is quite evident. Whether the streets were narrow or broad, with much traffic or with a chance to play also commanded interest and consideration.

The influence of marital conditions is clearly shown in case X and VI. In case IV the child was left without a home, when the mother died and in case I the relationship of the parents was the foundation of the child's delinquency. It is often a critical experience which becomes the determinant either of a specialized efficiency or of mental conflict and maladjustment.

We have found and traced the influence of conflicts between parents and children, of fear conditionings, of the mystification of children, particularly with reference to questions of sex, or of an over-determined solicitude, of affection and regimentation. In some cases we found here the main reason for negativisms, for power devices, habits of domination or of helplessness. Adler says, "The impressions of early infancy indicate the direction in which a child has developed as well as the directions in which he will respond in the future. The particular pressure he has felt in the days of earliest infancy will color his attitude toward life and determine in a primitive fashion his world-view."[1] An over-indulgent atmosphere at home with habitual domination of the home environment by the child makes it difficult for him to adapt himself to the school and to the community, where he plays a subordinate role and where he finds he cannot dominate others.

To quote Dr. Fernald again, "A cowed submission to parents with hesitation to take any initiative may reflect itself in an over-docile attitude in the school room; sullen resentment against a rigid parent may be at the root of distrust and defiance of the teacher."[2]

The fatherly authority is based only to a very slight

[1] Adler, Alfred Understanding Human Nature.
[2] Fernald, Walter E. Thirty Year's Progress in the Care of Feeble-minded.

degree upon the feeling of human community and society. It seduces an individual into an open or secret resistance of the social feeling only too soon as in case VIII. In other cases the father attempted and succeeded in carrying the sold responsibility for the child's adjustment. Even more important than the father-child relation seems the mother-child relation.

Perhaps this is the most important experience which a child can have, for here he realizes the existence of another entirely trustworthy person and his future attitude towards his surroundings and towards life will depend largely on this, his first experience. A child who has been neglected by his mother grows up like a stranger in a hostile country. If we desire to help such a child there is no other way to do it than to re-enact the role of his mother, which the child has missed in the course of his development, while a child whose mother exaggerates her functions will expect the same attitude from school and life, will be disappointed and so lack the basis for becoming an adequate social being. Nietzsche has said that "every one fashions the picture of his beloved one out of his relationships with his mother." Thomas makes a similar statement: "The first social relationship in the developmental history of the child is his first smile to his mother and it grows out of the hunger contraction and the mother's response."[1]

In the cases studied 164 were referred to the Judge Baker Foundation by the Juvenile Court, 95 by agencies, and 21 by the families themselves. The problems varied greatly. We notice the high percentage of problems, where delinquency was based

[1] Thomas, W.I. The Child in America.

on suggestibility. Subnormal boys who did quite well became delinquent as soon as a bad companion appeared, or boys who did well in their work got into trouble in their leisure hours, and evidently needed supervision of their recreation.

There was much petty stealing, many group affairs, much immorality. Among the girls we found a special inclination for shoplifting. In the group of 96 girls we found 29 shoplifting. It seemed that they could not resist the temptation if by chance they were in a big store, but would get into perfectly silly trouble and afterward in several cases, would be very much upset about this trouble they had caused. Dr. Fernald says, "The feeble-minded is unable to apply himself continuously in one direction and is willing to risk severe penalties for some very small gain. His actions and conduct indicate a lack of good common sense."[1] And Goddard says, "The simple fact that they have normal or nearly normal instincts with no power of control, gives the condition for the result."[2] Fifty-seven of our cases were referred for vocational advice or educational problems, 178 were in their first delinquency, while 45 had been in repeated delinquency.

B. The Heredity of the Child. The next item in our formula deals with the details of the physical, mental, and moral traits of the family. In this section come illnesses and defects of parents, their functional or organic psychoses, alcoholism and misconduct. This section is of special interest in the study of the problem of heredity, while the section headed with Household and Children deals with the environment. According to popular opinion a large part of mental deficiency is due to such causes as

[1]Fernald, W. E. "The Feeble-minded in the Community."
[2]Goddard. Feeble-mindedness, Its Causes and Consequences.

alcoholism and syphilis of parents although none of these assumed causes is found uniformly to cause mental deficiency and can only be considered as contributory causes.

The majority of mental defectives have defective ancestry and even when defects cannot be clearly traced to the ancestry there is the possibility that combinations of weak, recessive traits are the real cause of the defect. Ellis assumes that in fully three-fourths of the feeble-minded heredity is the primary cause and probably in a considerable part of the other cases it is an important contributory cause. If there is a native weakness it is likely to be brought out by the effects of disease or accidental injury.

1. The Laws of Heredity. The discoveries of Mendel have made it quite clear how certain characters are inherited, why certain characters skip a generation and reappear in the grandchildren, and why it is that certain defects are carried from generation to generation through many centuries. Mendel's work has not only made it possible for us to predict with precision whether certain good or bad traits may or may not appear in the future offspring, but also to foretell with considerable precision in what proportion certain characters will appear and reappear.

In 1911 Davenport expressed the view that low mentality was due to the absence of some factor which, when present, caused the development of normal mentality. If, then, this factor was absent in both parents it would be absent from all their children and as a result all of their children would be mentally defective. Davenport further assumed that if one of the determiners for

normality was missing in each parent one-fourth of their children would be defective. He thus accepted feeble-mindedness as a recessive Mendelian unit character. Thorndike commented on Davenport's view in 1914:

> I fear, however, that the inheritance of imbecility will be found by no means so simple as Dr. Davenport hopes. It seems probable that two imbecile parents produce widely varying offsprings including some more imbecile than they and some far higher than they on the intellectual scale. Mental traits are certainly not as a rule unit characters. On the contrary, most of them seem to be the results of very many unit characters.[1]

In 1914 Goddard published the evidence collected fromaa study of ancestry of a large number of mental defectives and concluded from this evidence that feeble-mindedness acts as a recessive Mendelian unit character, normality being the dominant. Goddard says:

> Normal intelligence seems to be a unit character and transmitted in true Mendelian fashion is a conclusion that was forced upon us by figures and one that is difficult to make agree with previous conceptions. .The writer confesses to being one of those psychologists who find it hard to accept the idea that intelligence even acts like a unit character. But there seems to be no way to escape the conclusion from these figures.[2]

Ellis criticises Goddard's method of collecting results, rejects his conclusion that feeble-mindedness is a unit character and assumes with Thorndike, that it is very probably the result of many factors which may be combined in many ways and with varied results as far as the degree of defectiveness is concerned.

The fact of the inheritance of certain types of mental defects is illustrated by the histories of some families who have such an infamous record that they are known throughout the world. Despite errors, they give a fair picture of one extreme. Such

[1]Thorndike, G. L. The Measurement of Intelligence.
[2]Goddard: Feeble-mindedness, Its Causes and Consequences.

are the Juke Family, investigated by Dugdale, the Swiss Family Zero, studied by Jorger, the Tribe of Ishmale, the Nam family, the Kallikak Family, studied by Goddard. The following authorities give very strong opinions as to this fact.

Professor Sir T. Clifford Allbutt said, "I regard feeble-mindedness, if not accidental, as always hereditary. I have never met with a case of manufactured feeble-mindedness apart from some accidents either at birth or afterwards."[1]

Michael F. Guyer says, "Concerning the various types of feeble-mindedness there is strong evidence that heredity is a factor of greater magnitude than in most insanities. All facts point to the conclusion that most mental deficiency is strongly inheritable and that the majority of our defectives of this type came from degenerate stocks."[2]

Davenport states that the universal tendency is for defective to mate with defective and gives a list of examples, beginning with such a one as this: "A feeble-minded man of 38 has a delicate wife, who in twenty years has borne him nineteen defective children."[3]

Dr. Bedford Pierce stated that he considered heredity to be "by far the most important factor and relatively more important in mental enfeeblement (amentia) than in insanity."[4]

Tredgold says "It is quite clear, that there is an overwhelming body of evidence to the effect that in the great majority of cases of amentia the condition is due to innate or germinal causes and that it is transmissible."[5]

[1]Fredgold. Mental Deficiency.
[2]Snyer, Michael F. Being Well-born.
[3]Davenport, C. B. Bodily Build and Its Inheritance
[4]Pierce, Dr. Bedford Intelligence and Its Measurement. A Symposium.
[5]Tredgold, A. F. Mental Deficiency.

Ellis says, "In case of hereditary feeble-mindedness it would not seem to matter greatly, whether a child is brought up in a good home in the country or in a vicious home in the crowded section of a large city; in either case feeble-mindedness would appear."[1]

2. Modification of Hereditary Traits by Environment. There are widely different views as to the nature of the influence of heredity and environment. One school considers environment of little importance while the other school holds that nearly all important differences within a species are due to the effect of environment.

Environment, including education, presents a varied lot of stimuli to the child from which he selects some and rejects others, according to his native capacities and tastes. Environment cannot produce or increase capacities, it cannot create, but it moulds. It makes a great difference in the connections made in the nervous system. Habits, skill, sentiments, and knowledge reflect the influence of the enviornment. In nine of our cases we have noticed even the rising of the I. Q. from one to five points higher than the previous examination showed, under the influence of a changed environment.

Freeman made an interesting study of the changes in the I. Q. connected with changes of environment. A group of children were taken from an environment lacking in certain respects and placed in an environment enriched in these respects, while their siblings had been left in the old environment. The changes in the I. Q. over a period of time for the two groups were then compared

[1]Ellis, Robert Sidney. The Psychology of Individual Difference.

and showed the important fact that the I. Q. varied for children of the same heredity depending on the social environment and the length of time they had been exposed to it.

It is an interesting example for the influence of environment, that Healy and Bronner estimated that their failures in Chicago were 50% and in Boston only 21%. Adler says "So far as pyschic phenomena and character traits are concerned, heredity plays a relatively unimportant role."[1]

The family constellation and the position which the child occupies in it are of important moment. Jealousy of siblings and feelings of inferiority and injustice arising from the home situation may lead to a similar attitude at school, thus making a child shy and seclusive or aggressive. Psychiatrists have located a large class of maladjustments in this field; disappointment, inferiority feelings, frustrated expectations and ambitions. In Cases 11A and IIB we have given the history of siblings who come from a family where four of five children were more or less feeble-minded.

C. The Personality of the Child

1. Physical. Next we proceed to the child himself and investigate development, physical conditions, and present disease or handicap. General living conditions, fatigue, worry, poor food supply and other conditions may contribute to a disturbance of the balance of the endocrine secretions and so may in exceptional cases cause a child of normal heredity to be born an imbecile. Also mechanical injuries, toxic conditions, or direct bacterial infection are known to have effect on the foetus. We must also mention injury at birth, although as a rule it does

1. Adler, Alfred, Understanding Human Nature.

not affect the mental capacities because the brain is still so very undeveloped that it can stand a great deal of rough treatment. Our civilization is a culture which is based upon the health and adequacy of the fully developed organs. Therefore a child is at a great disadvantage in life if his important organs suffer defects.

Children who come into the world with organic inferiorities become involved at an early age in a bitter struggle for existence. Much thinking goes on below the level of consciousness; much determination of action and behavior is located in the nerves, muscles, and glands below the brain. In humans only questions not able to be handled below the cortex are passed up. Mental functions are very definitely linked up with bodily functions and so we can add materially to our understanding of mentality and of adjustment if we study the related physical conditions. All acquired traits, characteristics, and skills are based on physical traits and capacities. In one of our cases a boy could not secure work, because he was so short and under developed and became delinquent because out of school and idle. In other cases the physical strength was the best basis for the child's future.

The following facts were also checked up: Various diseases of childhood, size and weight in their correlation to normality, slight or severe defective vision, hearing, diseased tonsils or adenoids, teeth, heart and venereal diseases, nervous diseases, headaches, and pregnancy. Previous examinations and the Judge Baker Foundation examination were examined and compared for date, chronological and mental age.

2. Mental. Much attention was paid to the child's mental and behavior characteristics, on which the recommendations and the later adjustment or non-adjustment were based.

The intelligence was indicated in more specific terms such as high grade, or low moron; apperceptions, mental control, common sense and attitude towards tests was mentioned. The special abilities and disabilities were noted and their influence on the child's adjustment seemed outstanding. Mary (see case IX) seemed very well adjusted, when her special abilities were recognized and emphasized, and another girl, with an I. Q. of 70 could not be adjusted for years because her home had made an attempt to train this defective girl in the line of her special disability. She proved a failure, lost courage, and confidence and changed from a pleasant, responsive, and friendly girl to a non-social, sullen one.

Dr. Healy says "Arising from a general low level of intelligence there may be special mental abilities which on account of their relationship to social conditions are of great import. The social demand for mental powers is often satisfied with very limited exertion of certain faculties."[1]

All temperaments were represented among our group of subnormals and in several cases we found the association of psychopathic trends. (Case II John). Under the designation of Psychological and Psychopathic all those traits were brought together where the abnormality of makeup was expressed in the character and intensity of the emotional and volitional reactions. By analyzing the psychic structure we understand not only the child's

[1]Henley, William. The Individual Delinquent.

past, but may deduce further what his future probably will be. The general characteristic of the psychopathic personality is the abnormal reaction to come of the ordinary stimuli of life. The inability to co-operate with the environment, the weakness of will, the peculiar feeling of impotence, the many good intentions which are never carried out--all these trends were found in our cases.

Dr. Healy gives the following definition: "Psychic constitutional inferiority may be recognized by chronic abnormal social and mental reactions to the ordinary conditions of life, on the part of one wo cannot be classified in any of the groups of the insanities, neuroses, or mental defectives. The individual generally shows physical anomalies, either structural or functional."[1] William A. White commented further: "There are many anomalies of character which because normal or unusual to the individual cannot be said to properly constitute a psychosis, but because they lead to a rather inefficient type of adjustment of the individual to his environment, and because persons exhibiting these peculiarities often become actively disordered, may be considered as borderline conditions."[2]

3. Behavior. Among the habits we noted a high percentage of bad sex habits. Alcohol, tea and coffee, smoking, sleep anomalies, and enuresis were found in many cases; nail biting and eating anomalies were frequently found, sometimes two or several of these habits combined in one individual. The child must learn to sustain physiological tensions in connection with the processes of elimination, hunger tensions between periods of feeding, sex tentions in adolescence as a part of normal life.

[1]Healy, William. The Individual Delinquent.
[2]White, William A. Outlines of Psychiatry.

Dr. Fernald says in this regard "In relation to nutrition, sleep, and habits of cleanliness, it is well to keep in mind that we are not dealing with simple physiological problems, but with the first stages in the development of adaptation to the demands of environment. The child has to learn to adapt itself to a regular procedure in regard to the above topics."[1] C. Macfie Campbell remarks, "Between the bed-wetting and tantrums of childhood at the one extreme and the dilapidated conduct of the senile dement come a fascinating series of clinical pictures, representing the failures to meet the tests of life at each of the seven ages of man."[2] Adler thinks that at the basis of bad habits in adults lies a more or less well marked disinclination to meet fellow men, and that these adults betray themselves as stubborn human beings. Children will make use of bad habits to play a role or show how weak and incapable they are and direct these habits towards acquiring attention of the adult environment. Good habits is one of the most desirable aims in the training of feeble-minded children. The change and improvement of habits through training and control was very evident in many of our cases. For an example we point to John, Case II.

Referring to the chart again: The explanation of motives was usually included in the child's own story and constituted a vital part of the investigation. Only with a thorough knowledge of the child's motivation the child's problem can be attacked, and recommendations be given. The underlying motives and facts were the basis for every child study. As Professor Vaughan says, "A complete knowledge of a person's behavior requires a knowledge of the motives that lie behind it. Only in this way behavior can be explained."[3]

[1] Fernald, Walter E. The Feeble-minded in the Community.
[2] From notes, taken in Dr. Kasanin's lecture on psychopathic personality.
[3] From notes, taken in Dr. Vaughan's lecture on "Psychology of Personality."

Delinquencies were recorded in the way the J. B. F. saw them, and were given in detail under this heading while the leading problem applied to those cases, where vocational or educational advice was sought for a non-delinquent subnormal child.

In many cases of delinquency low intelligence would alone account for the committed offense. Yet it is a question whether feeble-mindedness plays the great part in the production of delinquency as is sometimes emphasized. Many feeble-minded persons with low I. Q.'s lead regular lives and there is much overlapping in the intelligence distribution. When certain non-intellectual traits have been taken into consideration the combined prognostic ability of I. Q. plus non-intellectual traits have become much higher. The objections to mental defect have usually not been on the grounds of the defect itself, but rather on the supposed consequences of such deficiency. Mental deficiency is often assumed as the basis of crime, particularly certain kinds of crime. Dr. Fernald says:

> Mental disorders and mental defect are a causative factor in delinquency, dependancy, illegitimacy, vagrancy, prostitution and unemployment, and are related to questions of health, industry, and education. Such maladjustment cannot be intelligently treated until the psychic factors are recognized and provided for...A small number of defectives seem innately vicious from early childhood and remain so until adult life. Much seems to depend upon their special inheritance and especially upon the environment determined by their social heredity. Defective children from good homes seem to do well as a rule. Under present conditions there is no doubt that defectives are more likely to behave badly than are normal children.
>
> That the feeble-minded are frequently found among delinquents is due to their poor inhibitory powers, especially their inability for checking undesirable ideas, just as spring up in the minds of many other children who do check them. They easily form simple habits, mental and physical, good or bad.[1]

Drs. Healy and Bronner have determined and tabulated the I. Q.'s of 1625 delinquent boys and 701 delinquent girls. These

[1]Fernald, W. E. "The Feeble minded in the Community." in Social Aspects of Mental Hygiene

calculations were made on the basis of an adult mental age of sixteen years. The distribution for the boys was practically a normal curve with the medium at 90. The curve for the girls was not so symmetrical and normal, but also had a medium of about 90. After pointing out that sixteen years is too high for the average adult, the writers then point out that what on their chart is reckoned as an I. Q. of 90 is near the medium of the general population. From this the logical conclusion is that the correlation between intelligence and the tendency to become delinquent is practically zero. "The general conclusion to which a study of criminal intelligence leads us is that there is no significant correlation between the level of intelligence and the tendency to commit crime. There is, however, a positive correlation between intelligence and kind of crime committed."[1] Goring's study found that credit criminals and those guilty of fraud were people of a high I. Q. while crimes of violence, petty thievery and sex crimes were more likely to be associated with law intelligence. M.V. O'Shea says, "With their less active ideational world it is no wonder that they easily accept into their mental life suggestions from without and fail to check undesirable inner mental associations by better thoughts."[2]

The use of leisure often disclosed the roots of the child's misbehavior. Much street life, poor recreation, bad companions, gave the basis for the misbehavior of the suggestible feeble-minded. A change from a gang to a club, with supervised recreation in the leisure time of the boys was of great help, as in the adjustment of Case XI.

4. Traits of Personality. The large space given in the chart to Personality Traits indicates the importance of this item.

[1] Ellis, The Psychology of Individual Differences.
[2] O'Shea, M.V. The Child, His Nature and His Needs.

Dr. Healy says:

> Clear comprehension of the make-up of human personality will prove a gain. A person is not fairly to be regarded merely as the soul and body of the moment. Every individual is partly his ancestors' and partly the result of his developmental conditions and partly the effects of many reactions to environment, and to bodily experiences and even of reactions to his own mental activities. An ideal description of a human person would refer each trait or condition to its proper source.[1]

Certain so-called character traits do contribute to success or failure. These are on the whole, what common sense would lead us to expect. For instance, speed and flexibility of reaction, assurance, perseverence, care for detail are traits indicative of success, while the failures tend to lack of speed, to be careless and not persevering. Individual differences are so great and personal traits so vaguely related to the solution of problems that the notion of an age scale has no significance in personality. Moreover, personalities of diverse sorts succeed equally well in the general adaptation to situations of practical life. It may be added, that differences of personality are of a qualitative rather than a quantitative sort.

In our study we found that personality traits were the most important factor in every case, in every adjustment. Each one of our cases is an illustration of this fact. The low I.Q. was equalized in case IX by very good personality traits and a perfect adjustment achieved with a valuable member of human society gained. In case XI we noticed the improvement of personality traits under kind treatment and this improvement was the basis for the boy's good adjustment to the community. There were four sources of information about the child's personality. The child's own story, the family story, the psychological impressions,

[1]Healy, William, The Individual Delinquent.

and the summary of the conference gave indications of the child's character.

Some children are characteristically more cheerful and optimistic, while others are characteristically more melancholy and pessimistic. These essential differences are of great importance because of their impulsive character. What is pleasant is sought and what is unpleasant is avoided. The development of the various likes has a marked influence on the character. Attention is paid to things of interest and the choice of a profession. The determination of the goal to be pursued has an important determining influence on the entire activity of an individual. In case X we notice the influence of the profession on the boy's personality traits.

> What we call a character trait is the appearance of some specific mode of expression on the part of the individual, who is attempting to adjust himself to the world in which he lives. Character is a social concept. We can speak of a character trait only when we consider the relationship of individual to his environment. Character is a psychic attitude, it is the quality and nature of an individual's approach to the environment in which he moves. It is the behavior pattern according to which his striving for significance is elaborated in the terms of his social feeling.[1]

Cyril Burt says, "Affection and anger, assertiveness and fear, curiosity and disgust, submissiveness and sex--all the human emotions and all the animal instincts are inherited in a various degree of intensity and remain more or less subdued by loftier purposes or interests."[2]

The J. B. F. gives a list of causative factors for the delinquency or problem as for instance: Mentality, defective home conditions--including alcoholism, mental conflict, improper sex experiences and habits, bad companions, abnormal physical conditions, defective or unsatisfied interests including misuse or

[1] Adler, Alfred. Understanding Human Nature.
[2] Burt, Cyril. The Young Delinquent.

non-use of special abilities, etc. These causative factors are a great help in bringing out possibilities and determining in each case what measures are best adapted to meet the particular problems presented. The recommendations are based on these factors. Usually not one, but several causative factors were found, often as many as six or seven. Dr. Healy says, "Each nucleus or fact cannot, in any fair-minded way, be interpreted as being or having a sole antecedent or a sole consequent. When it comes to the particular case, we find the greatest help from this articulating and viewing the facts. It leads to evaluation of causes by which adjustments become actually possible that otherwise would be blunderingly missed."[1]

Next we noted the change of address. The different environment often meant a new chance for the child. In case XII, the parents moved several times in order to help the boy adjust himself.

The recommendations which the J. B. F. gave included the greatest variety and it was part of our study to investigate whether and to which degree these recommendations were carried out. The physical needs of the child were attended to, in the first line recommendations given for hospital treatment, for special examination. In correcting physical faults the J. B. F. is largely dependent upon outside resources which it can call to its aid. In our study we were especially interested in recommendations in regard to school, work, and supervision.

D. The Special Environment of the Child

School. Most of the children seen at the J. B. F. were still at school. The mental age corresponded as a rule with the grade attained. A mental age of twelve years would correspond with

[1] Healy, William. The Individual Delinquent

the 5th grade. Even the highest grade of children who are diagnosed as feeble-minded cannot do successful all-round work in this grade. Tredgold concluded that none of the mental defectives of twelve years in a London special school reached normal standard II in scholastic acquirements. W. T. Cornell, after examining mental defectives in the Philadelphia schools concluded that the high-grade feeble-minded as a rule stick fast in the third school grade.

Most mental defectives show a reasonable amount of uniformity in the degree of development of different mental capacities. There are, however, certain marked exceptions to this general tendency. Some individuals may be markedly defective along nearly all lines except one and in this one they may even be superior to the average. In some cases a marked ability has been found to play a musical instrument, or to paint.

If a child had been retarded for three years he would have been studied automatically through the school department of mental diseases, or if out in the country, through one of the traveling school clinics. Recommendations would have been made for transfer to a special class or vocational advice given for studying practical arts. The public schools in most cities and large towns have special classes; there are at present four hundred special classes organized in connection with public school systems in Massachusetts. Through the enactment of a law in 1919, Massachusetts became a pioneer in this type of public school education. There are about 6000 children, three or more years mentally retarded, enrolled in these classes. No type of special education is challenging more attention at this time than the education of children who are mentally retarded.

We may expect that children who feel themselves oppressed by their school will show a definent amenity to the influence of their teachers. Much truancy is based on school dissatisfaction and on the inability of the child to follow the curriculum. The inferior child is often distinctly relieved and shows improvement when placed in a group of his kind. These groups must have a modified curriculum if they are to do profitable work, and in the outline of this curriculum the abilities and needs of the children have been the basis upon which subject matter has been selected. In communities having three classes or more the children are most frequently grouped in three divisions--lower, middle, and upper group.

The school can not change the original natures of the children in the sense of improving their capacity to learn. The teacher must disregard the child's real age and base instruction and training on his mental age. There is no special pedagogy for feeble-minded children. The principles are the same as for the normal child. But conditions are different, the progress is much slower and to keep up the interest of thedefective child much graphic school material is used. The special class teacher must be intensely interested in the retarded child. She must have a knowledge and understanding of the problems involved and the ability to lead the child to higher levels of attainment. Social, moral, and emotional discipline and example are more important for the defective child than strictly scholastic training. He will learn as much from other children as he does from the teacher. His self-respect must be preserved by not asking him to do things that he is not able to do. Industrial and manual training from an early age will do much to give him self-respect and furnish him with interests and resources as well as prepare him to become useful and self-

supporting. Tredgold says, "It is perfectly true that in ament as in the non-defective, training is essential to bring out their potentialities. The inherently defective child who does not receive this training may remain so undeveloped as to rank little higher than an idiot, whilst a similar child, under suitable training, may have his faculties so developed as to be merely feeble-minded."[1]

In many cases trade school was recommended and the children did well; girls were well adjusted and on the way to self-support, taking milliners' and sewing classes. The coordination of the home, the school, and the social workers is of enormous service in the solution of the individual problems which the feeble-minded present.

2. Work. The work suggestions were based on the child's special abilities, and his own desires. Two individuals with the same I. Q. may differ greatly in particular capacities and tendencies. It is then necessary to supplement these general measures with measures of different traits. For vocational and educational guidance especially it is essential to know a person's strongest and weakest point as well as his average ability.

Division of labor is a factor in the maintenance of human society which must not be overlooked. Every one at some time, or at some place, must contribute his quota. The man who does not deliver his quota, who denies the value of communal life, becomes an anti-social being and resigns his fellowship in humanity. The army tests showed that many defectives had been steadily employed at good wages. Men of less intelligence have done much of the rough work in mines, forests, factories, and farms. It would

[1]Tredgold, A. F. Mental Defidiency.

be difficult to obtain the fundamental necessities,--food, clothing, and shelter, without their help,as they have always been ultimate "producers," says Dr. Fernald.

Manual and industrial training we always emphasized for the subnormal child. The nature of the industrial training must be determined by the particular characteristics of the individual, regard must be paid to sex and social position, to the probable environment in after life. There are many kinds of work to be done, which not only requires a minimum of intelligence but which would be decidedly neglected by men of higher intelligence. There are many factory operations which are so detailed and monotonous that they are objectionable to people with very active minds, although factory work is more and more important. In our study we have found several girls, for example, perfectly adjusted as packers in candy factories, feeling happy, earning good wages, and keeping their jobs steadily. There is a place for many people of inferior mentality, if they have strong bodies. If they have a fair amount of motor ability the openings for them are almost unlimited. The failure to adjustment and jobs results in considerable economic loss. There are many different kinds of work, which require little intelligence and where a man with too much intelligence will not succeed, because he finds the simple work not sufficiently interesting and will do it poorly. Work involving mechanical and routine operations and requiring no special initiative or intelligence was often recommended, secured, and successfully kept. Physical capacities, like strength and good endurance were of importance and the subnormal easily content and with little social pride and ambition would be perfectly adjusted.

All our experience in dealing with the feeble-minded indicates that if we are to manage the individual defective successfully we must recognize his condition while he is a child and

protect him from evil influences; train and educate him according to his capacity, make him industrially efficient, teach him to acquire correct habits of living, and when he has reached adult life, continue to give him the friendly help and guidance he needs."

And later:

> The problem of the feeble-minded is largely economic. The idle defective has no money, feels inferior and does his worst. The defective who works all day at good wages seldom gives trouble. The industrially trained defective has a better chance to get work than if untrained. Indeed, if untrained in earlier years he early becomes the proverbial idle defective.[1]

If defective boys and girls are utterly neglected as to education and training, it often means future criminality and uselessness and the thing they most need in adequate oversight and supervision.

> The feeble-minded can earn their living if provided with an occupation suited to their capacity and treated with a little indulgence and some oversight. But they cannot lay out the money so earned so as to provide for themselves, they are lacking in the capacity to deal with circumstances out of their routine; they cannot make definite plans for their future; and they cannot coordinate their conduct in such a way as to enable them to maintain an existence independently of some outside supervision.[2]

3. Supervision. Special training does much for the feeble-minded if it establishes habits of regularity and conformity to the will of others, and still more, if it converts him from a useless and often troublesome member of the community to one capable of doing his share in some useful work. The most important factor for this is supervision and the future of the feeble-minded child, that leaves school and starts out to live and work in the community depends largely upon how thorough and careful this supervision is. The life of these boys and girls is ruled by habit and not by ideals. They rarely think of the future or make plans for it. They are uncertain as to their occupation, as to what they would

[1] Fernald, W. E. "The Feeble-minded in the Community."
[2] Tredgold, A.F. Mental Deficiency.

like to do or become; they lack intelligence and will to direct their actions and achieve their aim. If they are given work and told what to do they often may be trusted to do it well and get into the habit of performing their task without supervision. But they will be unable to cope with unforeseen occurrences and will succeed only with routine work. And if they lose their employment they are incapable of any strenuous attempt to seek more. George K. Pratt says, " The average feeble-minded boy or girl, if nothing else, is a creature of habit and is highly suggestible. If recognized and properly used, such attributes prove valuable mechanisms for instilling wholesome habits and good suggestions."[1]

The best training and supervision for the subnormal child is given ~~to the~~ in an institution. Morons from families who are unable to protect and control their children will need institutional care and training and the parents will usually be glad to send the child to an institution. It is the neglected and useless moron who makes trouble in later life, the child who has not had proper training in the formative period of his life.

> The adult defectives dismissed from institutions who have been trained in habits of obedience, protected from evil companions and taught to work during the formative period of their lives usually behave themselves after their discharge especially if given friendly, helpful supervision. Even some of those who were dishonest and malicious at puberty and early adolescence, settle down in a remarkable way. We suspect that some of their misbehavior in the institution was the institutional expression of the craving for liberty and individuality which every adolescent exhibits. Even many of the females discharged did surprisingly well under a little supervision.[2]

Those defectives, whose personality traits did not demand institutional training and protection, who seemed able to live safely and happily in the community, were always allowed and recommended to do so.

[1] Pratt, G.K. Your Mind and you.
[2] Fernald, W.E. Thirty Years Progress in the Care of Feeble-minded.

a. The Foster-home. The J. B. F. confronted however, with the problem of providing for a dependent subnormal child, who could not be cared for in his own home or did not receive adequate supervision but who was not in need of institutional care, recommended a foster home. Such work was more often undertaken for older girls who were placed in a home where they could earn room and board and at the same time attend school. (Freeman made an interesting experiment by placing 600 children in foster homes for several years and observing the results of the changed situation on their intelligence).

Massachusetts has been most closely identified with the concept of keeping the family intact, restoring the family if possible, or substituting another home, a foster home, with better influences and better control. No child was to be deprived of the opportunity for family life merely because of the fact that he was subnormal. If his mental deficiency results in such conduct as to be an actual danger to himself or others under the conditions of his own home, another family home was selected for its ability to afford special supervision. For the most satisfactory placement it was essential that both factors and as specific abilities and general average intelligence be considered. The choice and selection of the foster home was based on the personality of the child. Sometimes a home was changed several times before he was adjusted and some children might be a failure in a home, where others had adjusted themselves well.

From the time when consideration was first given to placing a child in a home, until the child was definitely discharged, the co-operation of the social worker from the interested agency was very close. Only through intelligent oversight can placing out

reach its maximum possibilities. For successful placement of the subnormal child all the elements of the situation needed careful consideration--the personal and the family life, and the proper respective relationships in a given family constituted the basis for adjustment. In Case IV we notice that Katherine changed her foster home three times before she was well adjusted and she did extremely well after this; and Elsie in Case I was also removed three times to a new foster home before she was well adjusted.

b. The Agency. The supervision which the various agencies gave to the subnormal children differed widely. Some of the agencies were family welfare agencies which would only see the individual frequently and informally after a family situation had been adjusted or after vocational or educational advice had been given. Other agencies would keep in constant touch with the child to awaken his interests, to protect him from neglect, from the effects of degrading surroundings, to secure community actions to correct abuses, and straighten out the child's situation as well as to secure him training and employment. Still others gave advice and assistance, provided suitable foster homes, friendships, recreation, and employment, temporary or permanent wage homes and treated difficult behavior problems.

The name of the agency interested gave in itself a clue in the follow-up record as to how much supervision the child had had. Sometimes it was the special interest of the social worker which caused the child's adjustment, sometimes the personality of the social worker was a determining influence. It is interesting to see how effective the influence can be if the child's desires and goals are understood. This is the experience of many of the social workers who brought about a change of conduct in a young girl. It is evident

that the sharing of many of the young girls interests and values, like nice clothes, will prove a better basis for adjustment than a regardless discouragement of "excessive vanity." Wants and admirations which the child has already formed must be considered. We see the influence of the social worker's attitude in Elsie, Case I.

c. The Probation Officer. Many of the children referred to the J. B. F. by the Boston Juvenile Court received suspended sentences and were supervised by the probation officer. This supervision might be a close one or a very informal one, according to the case and the special situation. The J. B. F. placed special emphasis upon the prompt formulation of plans of treatment.

The probation officers are in attendance at every criminal session, investigate all cases before court appearance and supervise persons placed in their care by the court. They adjust many cases without court action under such provisions as the court may make. The Supreme Court of Massachusetts has described probation as "an arrangement" between the court and the child, who has been found guilty of an offense, an understanding between the two parties. The power of surrender is the one weapon the probation officer has. If the child so behaves that the probation officer thinks he ought to go back to court, he may take him there and nobody can gainsay him for so doing. There is a difference between parole and probation. Parole terminates with the end of the term that the child would have been committed if he had stayed in this institution where he had been committed; probation is determined by the judge and at the end the judge can either have the case filed or the probation prolonged if he feels that it would be advisable to have the probation officer's supervision continued.

And this procedure can be repeated several times. Parole is given in a child when he is discharged from an institution.

Probation is given to try the adjustment of the child in a community under better circumstances and influences to thus avoid commitment. A child placed on probation is compelled to comply with the fixed terms. It may be required to submit to examination, or physical treatment, his ordinary conduct, his employment and his recreations may be supervised.

Chapter V. Classification and Cases.

A. The Scale of Division. For the classification of the child's adjustment to the community we devised the following scale:

I. The child doing extremely well, in every way--working steadily with none or almost no supervision, as in cases IX and X.

II. The child doing quite well--an average member in its community and working almost steadily; no special trouble in home, work or environment--keeping his job steadily. For example cases II and XI.

III. The child causing annoyance, disturbance, or trouble in home, work, or environment, changing his jobs frequently and without much of a reason, but keeping out of court delinquencies. See cases III and VI.

IV. The child causing constant disturbance or trouble in his environment, not working at all or very irregularly, getting into delinquency, and a court record. See case V.

V. The child doing poorly in the community--has to be committed. Cases VIII and XII.

As a rule we put the main stress on the working record of the child and were only secondarily interested in delinquencies. Where the follow-up was not up to date or not complete enough, we followed the case up and asked first for the child's work, his value to the community, the way he met the demands of his environment and his usefulness to the world's work. However small the place might be, which an individual fills, it is necessary to fill it well and in every work the importance lies not only in what is done, but how it is done. The most simple job, well performed, may be the basis for another job, and on the foundation of the simplest work, well done, we build the temple of our culture. And this building will rise and be satisfactory only if every

stone and every grain of sand be in its right place ahd help to support the structure.

B. The Cases. To illustrate the variety of our cases and to point out the interesting and peculiar tale of each record; to show the adjustment or non-adjustment of the child and to demonstrate our classification, we give the following twelve histories of cases from the 280 cases that were included in our study.

I	Elsie	Classified II
II	May and John	III and II
III	Michael	III
IV	Katherine	I
V	Helen	IV
VI	Daniel	III
VII	Anita	I
VIII	Pina	V
IX	Mary	I
X	Harry	I
XI	Robert	II
XII	Felix	V

Case I Elsie

Problem: Elsie came to the J. B. F. when she was 13 years 7 months old. She came on account of a stubborn complaint made by her mother. The girl had been taken to a protectory industrial and educational training school for girls some weeks before, as she was untruthful and so troublesome that her mother felt she needed assistance in managing her. Now this school requested the mother to remove the girl from that institution as she was undesirable and a bad moral influence.

The Child: Mental examination showed an Intelligence Quotient (I. Q.) of 75. The girl had very poor heredity and very poor advantages. She presented various physical evidences of bodily inferiority, was undoubtedly syphilitic and had had gonorrhea. At 13½ years of age she was only able to do third grade school work. She was backward socially, not being able to associate with other girls on equal terms. She was impulsive, stubborn, anti-social, sullen, andresentful of authority.

Her sex experiences were of the most miserable kind. She was reported very untruthful and sneaky and showed some psychopathic tendencies, but again, the girl had much cause for disturbance. Even the question of her personality traits was doubtful on account of her miserable experiences.

Background: The study of the background--the mother's story and the girl's own story--gave a complete picture of the girl's past. The father was reported hypersexual, immoral,

diseased, cruel, and abusive. He had deceived the mother as to his moral standards, the mother had been forced into an early marriage. A wretched married life ended in divorce and separation of the two children--Elsie and a boy. Elsie was 3 years of age at that time, was taken by her mother and boarded by a woman in South Boston, while the mother went out to work.

After several months the mother grew sickly and the paternal grandmother came for the child and took her to Maine. The girl was placed in a children's Home, where she found it quite nice, played with boys and girls and "learned nothing bad." When she was 9, she was taken out to live with her father and his housekeeper. They talked so badly to her about her mother and frightened her so that the mother could not get near her. The girl realized perfectly that the housekeeper was not her mother and told her brother so when he visited her. She heard very bad talk, "learned so many things," and was very much bothered by the relations of the different children in the household, which she could not understand. The girl admitted that through a period of two years her father had repeatedly had relations with her, threatening to kill her if she exposed him. She lived under very bad conditions and during this time got into the habit of excessive masturbation.

The mother obtained a divorce three years ago and took the girl to live with her. The mother, herself, was away all day working: Elsie was in school and did a little housework after she left school.

The girl had extremely poor supervision, was immoral with her brother and a young fellow. She was admitted to the City Hospital with the diagnosis of appendicitis. Examination showed a mature condition--proof of much sexual intercourse and it was discovered that she had venereal disease. After her operation she had to go for treatments to the hospital. One day her mother caught a man hanging around their place in a rather suspicious way. She drove him off and warned the girl about having anything to do with him. Later that same day the girl turned on the gas in a suicidal attempt.

The mother consulted a priest, who suggested giving the girl another chance. The mother had a hotel job during the summer and took the girl with her, timed her and kept very close watch. In spite of this Elsie managed to go off with a young fellow and was immoral with him. There was a question of pregnancy.

The mother placed the girl in the industrial and educational training school as she did not dare to leave her at home after all these affairs, but asshe was very bold to the Sisters and very troublesome, they did not want to keep her. Everything was bad with this child and the only thing to do was to give her complete training and supervision.

Recommendations: The J. B. F. advised a State industrial school for delinquent girls and the girl was ordered to be committed there.

Follow-up: The follow-up shows the various changes which the girl underwent. While she was reported lazy and untidy in her first

report, she was said not to be as sneaky as others and rather loyal to her school. Later reports speak of her as being very religious and trying to do as well as she possibly could. After 2½ years she was paroled and was placed by her probation officer in a foster home to do housework. In this place she stayed for five months and was removed by the social worker who thought the employer made a good deal of a drudge of the girl and the latter was inclined to be impudent. Another home was tried. Here the girl remained nine months as mother's helper, earning $5 a week and did quite well. She was removed from the place by the worker on account of a quarrel in the neighborhood which was not the girl's fault.

A new social worker handled the case now, who was specially interested in the girl, tried to support and increase her self-respect; helped her to buy new clothes and to look neat. The girl was placed in a third home where she has been for the past 1½ years, and has proved very satisfactory. She is happy in this home and is doing very well indeed with her work. She goes out with the family, has joined the choir, and entered into church activities. She has not given any trouble and seems very honest. She has improved one hundred per cent in her personal habits.

Classification: This girl has been followed up for 5½ years since her J. B. F. examination and has had very close supervision all the time. With her latest record before us, and considering the miserable start she had, we feel justified in classifying her adjustment with II.

Case II Mary

Problem: Mary was brought to the J. B. F. when she was 18 years 7 months old and was referred by a family welfare agency, which was interested in the adjustment of the whole family and sought vocational advice for this girl.

The Child: The mental tests showed her to have an I. Q. of 71. She could not work well with concrete material, did simple school work, was silly and childish in some ways. Her physical examination showed her to be short, very slightly built, a slovenly attitude, but rather attractive appearance. No outstanding personality traits were noted.

Background: The study of the background revealed the picture of a badly neglected home, defective on account of poverty, extreme slackness and much quarrelling. The home life was decidedly bad, partly because several members were decidedly abnormal; the father socially incompetent, friendly but defective, the mother illiterate, defective and slack. Of the five children in this family one was normal, the others at least retarded mentally, one dull. One cousin was reported feebleminded. Mary was thoroughly disgusted with the home conditions. She looked unhappy. Her general appearance was tough, however she was not intrinsically tough or bad. It was rather remarkable that she had been in no trouble, as she had no chances to learn better things. The girl had attempted to commit suicide after a quarrel with her mother.

Recommendations: Mary was advised to go elsewhere to live and work. A factory with good social service and good working conditions would be a satisfactory solution of the problem.

Follow-up: The follow-up showed that the girl went first to a factory, where she earned $17 a week, did fairly well, paid her room and board at the dormitories regularly and kept clear of debt. She left after five months. She was rather unstable for several months, suffering from poor home conditions, changing her jobs or keeping them for a few weeks only. She could not get along with her family, although she came back and left several times. Her morals were very good and it was unlikely that she would get into sex trouble. Her attitude at home was impossible, she would not even try to get along with her mother. Home conditions were much the same and apparently the root of all evil, When out, she was a perfect lady.

At last, after two years, Mary went to New York, refused to have anything more to do with her family, who rarely hear from her and do not know her exact whereabouts.

Classification: This girl has been followed up for five years; had varying supervision in the beginning, none at all in the later years. Nothing specifically is known about her conduct in New York, but no complaint was heard of and considering all circumstances, she might be classified III.

It might be interesting to give in connection with Mary's case above the story of her brother John, who, although with an I. Q. of 74, was not a case for this study, as he had been committed to Waverly for 1½ years. Still, it might be worth while to give the story of another member of this family. A third member has also been committed to an institution for feeble-minded and will never be discharged.

John's Problem: John was referred to the J. B. F. by the same family welfare agency, when he was 10 years 8 months old. He was reported as a mentality and behavior problem at home, erratic behavior at school, out much nights, some bunking out, smme stealing from stores and home.

The Child: The mental examination showed an I. Q. of 74. The physical examination showed normal development, good nutrition and strength. The boy, in spite of his strong, healthy appearance was recognized as distinctly neurotic. He had constant over-use of facial muscles an. was very tense and jerky in all his movements. He di not seem particularly restless, but very distractible with a great flow of ideas, often tangential and could not hold on to an idea. His behavior seemed uncontrolled and purposeless and tantrums and fits of temper were reported from school.

Background: The badly neglected home has been described in the sister's story. In his school the boy was a great trouble, would stop working for no reason, begin to tear his hair, kick about, unbutton his clothes, try to beat other children and smash anything he found about. He did this until he hurt himself andonly stopped when in pain. When punished once he went into a tantrum. He came to school so dirty, that he had to be sent home to get cleaned up. He was not found dishonest but was known to beg on the streets.

Recommendations: John was advised to go to the Psychopathic Hospital for regular treatment; the matter of placing in a foster home was to be considered.

Follow-up: This boy's follow-up showed th t he had been committed to an institution for feeble-minded where he remained fo 1½ years although his mother strongly opposed his going there and tried to have him discharged. After his return home he continued school, 4th grade, got along pretty well and sold papers after school. His talk was more intelligent, his habits and appearance were clean. He was quite popular with his schoolmates.

Six and a half years after the J' B. F. examination the follow-up showed that the boy had been through seven grades at school andintended to go to trade school. He had made marked improvement, was clean, polite, well mannered, friendly, and showed some good traits. He worked in the evenings at a news stand, earning $10 a week, contributed $6 to his family and had managed to save $100 out of the $4 a week which he kept for himself. The home conditions continued to be as poorly as formerly. The boy had quite reasonable notions about his future and wants to have a news stand or a fruit store.

Classifications: This boy first had intensive training and later on some close supervision. His adjustment may be classified with II - III.

Case III Michael

Problem: Michael, 14 years 1 month, was sent to the J. B. F. by the Juvenile Court on account of larceny. He had stolen stockings with a companion from an auto. He was reported to be truant a great deal and to have had influence on other boys.

The Child: The J. B. F. examination showed an I. Q. of 66. The boy was short but of good nutrition, with very defective vision, and strabismus. He complained of frequent headaches. His expression was dull, his features rather unprepossessing. He talked rapidly without the slightest regard for truth, showed a rather hardened and "tough" attitude, was reported a quiet worker at home. There had been much truancy and last summer he had run away from home.

The Background: The study of the background showed that the boy had very bad heredity and that the family was a distinct mental hygiene problem. The father was insane, diagnosed dementia praecox, paranoid type, a progressive mental disease, the future of the case pointing to permanent hospital residence. Various agencies had been interested in the case and had given aid. The father had been in and out of the hospital for the last few years. The mother, a well meaning woman but of poor mentality was trying at that time to run a little shop and was also trying to care for the children but was much away from home. There was very poor parental control and supervision. The father was abusive to the boy and really did not want him in the house. The mother was anxious for the boy to work on a farm

where he would be better off than at home. The boy showed much school dissatisfaction, probably also on account of bad eyes.

Recommendations: The J. B. F. advised commitment for this boy, an institution for feeble-minded or an industrial training school, as much more could be done for him by state control. He was badly in need of adequate control and supervision. It was considered likely that more delinquency and home friction would arise if the boy remained at home.

Follow-up: The follow-up showed that he had not been committed but put on probation. He was to attend school, but his attendance was very poor and when in school he was quite troublesome. The probation officer felt it would not be particularly desirous to have the boy put away as the mother was a very well meaning woman and did the best she could. The boy helped around the stores and there were no complaints as to conduct. Then he worked for the next few months. He secured a job at a shoe factory earning $9 but left after he had earned enough to buy new clothes. He again helped at home and did not look for a job. At the shop he was not very useful as he was too kind and gave things away. He then tried to live with relatives in a small town and worked in a factory there but did not stay long; returning he worked for several months for a painter, but was laid off. He secured irregular work as a helper with plumbing. Then he worked for his father in the shop for a time. His father who had never taken a reasonable and patient attitude towards Michael put the boy out of the house. He went to live with an uncle in a small suburban town, returned after four

months, got work in Boston, earning $12 a week. He left work again and went to another state to work in tobacco fields, then disappeared entirely for two months. Later he returned home, went off again, worked for several weeks or months, but has not till the present secured a steady position or held a job for a long period.

Classification: Michael has been followed up for five years and on account of his instability and his working record which shows so much change and interruption we can only classify him with III, although he has not been in any considerable delinquency.

Case IV Katherine

Problem: Katherine, a colored girl, was sent to the J. B. F. by the Juvenile Court at the age of 15½ years on account of a fornication charge. She had been admitted to the hospital as an emergency case and had a miscarriage. She told the doctor that her aunt's husband was responsible.

The Child: The J. B. F. examination showed an I. Q. of 65. Katherine's development and nutrition were normal. Her schoolwork was exceedingly poor but probably she had not had any educational opportunities. She was very unprepossessing but neat, friendly, and pleasant, although childish in many ways and rather shy. He mental reactions were extremely slow. She had started school in British West Indies when about 5 and claimed that she attended regularly until about 14. Here she went to trade school where she had taken up cooking of which she was very fond.

The Background: The study of the background showed that the girl was the illegitimate child of a white man, had lived till a year before in British West Indies, when her mother died. She came to the United States after this to live with her aunt. She was detained by the Immigration authorities at Ellis Island then admitted to this country and turned over to her aunt.

Katherine had lived with her aunt and uncle for several months and did not feel quite happy as she had absolutely no friends. She claimed that her intercourse with her uncle was her first sex experience. She had been frightened but did not dare to tell her aunt and only realized after several weeks

what had happened and that she was pregnant. The uncle left the house when her miscarriage was discovered and has not returned since. The aunt was very much down on the girl and would not consider taking her back after her release from the hospital.

Recommendations: The J. B. F. advised giving this girl a chance under conditions of probation and placing. The girl might be a good worker. She was afraid of deportation and had no home in British West Indies.

Follow-up: This showed that she was placed in a foster home. Here it was found that she was very hard to teach and to train. She proved willing and neat, but slow and forgetful. Her lack of mentality was very evident and it was felt that it would take her a long time to adjust after her previous unfortunate experience. After four months she was placed in another foster home as she had been impudent and unwilling. She was found unsatisfactory there, too, so was placed a third time. Here she seemed well adjusted. She liked her new home and tried to do right. She was reported to be willing and to show a great deal of devotion, but acted like a child of ten and needed constant supervision. After several months a great deal of improvement was evident. She still needed constant supervision but did very good work, had learned a great deal of housework, was very neat and loved the children in the family. After another year she had taken up cooking and did very well. She had normal recreations, cared for the children, went everywhere with the family and was carefully supervised. During a long illness of the foster mother she took care of the patient and of the house and was regarded a treasure in the family. She spent some of her earnings on

clothes and made a good many of them. She looks neat and wants to remain in this family and it was considered referring her to the Dept. of Mental Diseases when she comes of age, so that she might always be under supervision.

Classification: This girl has been followed up for six years. She has had very close supervision all the time, which has proved very satisfactory and she has had adequate training. On account of her stable work and her value to the people for whom she works and on account of the perfect adjustment of a girl with an I. Q. of 69, we shall have to classify her as I.

Case V Helen

Problem: Helen was several times at the J. B. F. for examination and vocational advice. When she first came she was 15 years and 9 months old and was brought in on account of a stubborn complaint for being out late nights, some immorality and truancy. An agency which had become interested in her case wanted to know whether she was an adolescent problem due to ignorance and lack of proper training or whether it was indicative of unstable personality, perhaps from inheritance.

The Child: The examination showed an I. Q. of 70. Helen was a very short girl, with very defective vision but friendly and responsive. She showed good apperception and very good language powers. Her school work was surprisingly good, but her common sense information was distinctly poor and so was her planning ability. She had achieved first year high school, mostly through good personality characteristics, being a steady worker and through her good language ability. She was a well balanced, willing, responsive girl, extremely talkative, with good insight into her own failures and capacities. She was reported affectionate, helpful, and appreciative outside her own home, but quarrelsome, not helpful, and complaining at home. She had been genuinely worried about sex matters and was extremely grateful for information. She was a girl of meagre mentality and common tastes. She had been pushed further in school than her mentality permitted.

Background: The study of the background showed that the girl's mother had died three years before. She had worked so hard that she broke down and had to have long periods of hospi-

tal treatment before her death. The father, who was moderately alcoholic, tried to keep the family together, did the planning and most of the housekeeping. Four siblings were working partly, helping partly at home, while Helen had never done her share in the housework.

Recommendations: The J. B. F. advised good supervision and placing in a foster home where the girl would be able to get training and gain good standards, both of which she needed very much. It did not seem worth while for Helen to go on with high school, but trade training was advised.

Follow-up: The follow-up of Helen showed that every step for her benefit was taken. An agency supervised her intensely and she was placed in a foster home. Her reaction there was much the same as in her own home. She was suggestible, ~~but~~ and coöperative and was quite anxious to go home again. Her behavior was good but the trouble seemed to be to keep her at her work. Her friendships did not prove to be very lasting and her old habit of making contacts with boys, unknown to the home showed itself two or three times. After she worked for a while she kept thinking that she was doing more than her share. The home was changed after several months, she did well in the new placement and as she was anxious to train for children's nursing she was reexamined at the J. B. F. in order to see whether training at a home for crippled children would be within her capacity.

The second examination gave much the same results as to Helen's physical and mental condition as the first one. One and a half years ago the J. B. F. had advised the girl's remaining at housework, which she rather enjoyed and where her personality characteristics were her best assets. She still needed a great deal of supervision.

After this, the girl remained for some time in her foster home, then was allowed to go to her own home again. Here she stayed for some months, then changed to her sister's home, left, was placed in a wage home, returned to her sister, left again and then lived with a friend. She was always in contact with the social worker, who supervised her and always showed a good attitude towards the mental worker.

Haen next got a job as a mother's helper. She left after some weeks and went to work in a restaurant. She said she did not like children anyway, did not care for housework and wanted a change. She did not remain for more than a few weeks, however, tried housework again, got tired of it and returned to restaurant work. She always looked clean and tidy and had a good personality, but no idea of money value and proved to be very unstable. She went out with a number of boys and had two love affairs, which she broke off.

In her work she was not adjusted at all and kept changing her places of employment every few weeks or months. She kept in touch with the social worker and was interested in taking up some sort of training when last seen.

Classification: Helen has been followed up for almost five years. During this time she has held eleven different jobs and between these jobs she has been at the home of her father or her sister or a friend for shorter or longer periods but has not been able, even with great help and supervision to really adjust herself anywhere and settle down for any length of time. For this reason we shall have to classify her with IV, although she did keep free from delinquency.

Case VI Daniel

The Problem: Daniel was referred at the age of 15 years to the J. B. F. by the Boston Juvenile Court on account of repeated petty stealing. He had bunked out for several days and there was a question of being implicated twice in Breaking and Entering. Considerable truancy and great lack of interest in school had been reported.

The Child: Daniel's I. Q. was determined with 75. The boy was short, but of sturdy build, with very good strength for his age. He was responsive, had lively expression, very frank and straight forward about his delinquencies and ready to take any suggestions that were given. His mental capacities were found extremely irregular. His language ability was very defective. On the other hand he worked well with concrete material and had good perceptual compacities apperceptions in some ways. He was a most remarkable case in this respect. He was a slow worker, attentive, courteous, pleasant, responsive, willing and reported to be easily led, generous, neat, affectionate. The boy showed very poor general ability, but some rather good personality traits and had a very good attitude towards the world. He explained his school failure with his truancy and his dislike of the teacher and was eager to go to work and earn enough to pay board and tuition at an agricultural school. His leisure time he spent usually helping in a garage near his home.

Background: The investigation of the background revealed a very peculiar family situation. The parents had been separated for about 2¢ years, the mother living in a suburban town

and the father in Boston. The father took a rather strange attitude towards his wife's adventures; perental supervision and control was very poor and there was the poor example of the mother's conduct. It is also interesting to note that the first impression of the father was usually a favorable one. The visitors reported him to be a man of good family, much interested in his children, showing an intelligent attitude and constructive thinking and planning for the children, though the ultimate concensus of opinion seemed to be that he was utterly lacking in ability to carry out any plans, meet the family situation or control the children.

Several agencies had been interested, as well as different individuals, but apparently all had come to feel that the father was difficult, if not impossible, to work with and that very little constructive work could be accomplished.

Recommendations: The J. B. F. strongly advised placing the boy in another home, under good influences. It was evident that he was very industrious and wished to do better. His prognosis was considered decidedly good. It was recommended to give him a chance for more training, not along academic lines, but in trade work. His special talents shoule be developed, his self respect be built up and no further inferiority feeling developed. The boy was in need of considerable sympathy and good management, both from the standpoint of his behavior tendencies and his educational needs.

Follow-up: The follow-up of this boy showed that he had been placed at a hotel by the agency, but he left soon, probably because he was homesick. He then was placed in a very good foster home

where he went to a training school, one for young men for efficiency in skilled trades and industrial pursuits, and he worked besides. The boy was very enthusiastic about the schook, thought it a wonderful place, but could not keep up with the academic work. The principal was at first inclined to think the boy's failure was due to laziness, but became finally convinced that it was useless to try and force Daniel further. The special help given him proved to be of no use, the boy began truanting and finally ran away from his foster home. He got into delinquency in Boston and was found unreliable and untruthful, particularly in regard to his attendance at the school. Mechanical magazines were the only thing he would look at.

The boy was placed in a new foster home and was to attend another industrial school where he was to get into the shop as soon as possible. He felt happy in the house, was much attached to the baby there but after a short time started stealing small amounts of money. He ran away, taking $10 from his foster mother's pocketbook. The foster mother, however, received him very kindly when he was brought back, tried to help him in every way and showed a splendid attitude. Still it was felt that Daniel would start out if any opportunity presented itself, as he was utterly devoid of any feeling of consequences. His progress in school did not prove very satisfactory, although the teacher took a special interest in him. Daniel tried hard but the boy simply could not do mathematics and as this kept him from going to class in the shop the boy grew disappointed and for the first time saucy. As soon as he was sixteen he left school and got work as a painter. Here he did extremely well, proved himself

honest, worked steadily, earning $15 a week. He paid $8 for his board and spent the rest in a rather foolish way. Then it was discovered that he hadbeen forging checks to the amount of $180. In court he was found delinquent, given a suspended sentence to an industrial school for delinquent boys and placed on probation. At his former working place he was well liked by his employer and the neighbors and was considered a very good worker. He could do inside and outside work, but he could not mix colors. While on probation he did well, worked steadily, but could not be given a "Big Brother" as he never kept appointments. He was retested at this time and showed an I. Q. of 61. He did the same things as at his previous examination but had made no gain. The same irregularities were found as before. He showed his social limitations and complained of having no one to play with. The trouble was that he did not fit in with any group, boys of his own age would drop him. He could not do anything at the Y. M. C. A. as he only liked little children and their activities.

During his probation period he worked on a farm and did well. After that he came to Boston to live with his mother and worked steadily, earning $20 a week as painter. His further follow-up shows his instability, for after a short time he stole things from his mother, kept working, earned enough money to pay back the stolen value, worked on, but gets became delinquent again.

Classification: Daniel has been followed up for five years. He is very willing to work and does his work well, but he is very unstable, can't get along without supervision

and has no sense of responsibility. While his working record is extremely good and he ought to be classified with II on that account, his constant delinquencies put him on the IV level and we feel justified in classifying his adjustment as III.

Case VII Anita

Problem: Anita was 16 years 6 months of age, when she was sent to the J. B. F. by the Juvenile Court where she was complained of for "Breaking and Entering." She had been arrested by the police, when she waited in the lower hall of a house while two men, her companions, went upstairs. The men succeeded in getting away. It was a question whether they were looking for something to steal or whether they wanted to be immoral with the girl.

The Child. At the J. B. F. the girl showed an I. Q. of 58. She was very short for her age, showed good nutrition, defective vision. Her expression was very dull and she was slovenly dressed. No special abilities were noted. She was childish and unresponsive. She had left school in the 6th grade when she was 14. After that she worked as a packer in a shoe factory earning $15 a week. She stopped working in order to help her mother in the store. While she was alone in the store a boy whom she had known for a short time came in and she had intercourse with him. She claimed that she could not get away and had never had sex experience before.

Background: The girl came from an Italian home but had had little supervision. The father was ill and was unable to do heavy work, but kept a store. The mother worked out partially or helped in the store. The family had been quite thrifty and owned the building where they lived. The girl had been taken to the City Hospital a few days before she ought to have appeared in Court on account of an acute appendicitis and

during the operation it was discovered that she was pregnant. The girl told the parents immediately who were very much upset and seemed to think that the only thing to be done was to get the girl married.

Recommendations: The J. B. F. advised permanent custodial care for this girl on account of her low mentality and as it would be very dangerous socially to have her return to the community. Transfer to an institution for feeble-minded was recommended.

Follow-up: The follow-up of Anita showed that she was committed to a State industrial and training school and that a maternity home for unmarried girls took her. As it was discovered there that she had syphilis she was transferred to the State Infirmatory to await confinement. She had a baby which was placed by an agency and Anita was sent to the training school. Here she did very well in a cooking course under supervision. She showed herself a hard worker and was paroled home after half a year. She helped her mother with the housework and in the store. Six months later she was married to an Italian fellow. She took her baby with her and her husband adopted it. The husband was reported unusually nice. He worked regularly as a laborer, earning $30 to $35 a week. The girl had two more children. She keeps her house and her children very well. The family life seems to be very happy and she does extremely well.

Classification: This girl has been followed for five years. She is getting on very well and we shall have to classify her adjustment to the community as I. Her utility to the

community may as yet seem doubtful and can only be seen and judged later on, when her family--children of such a low grade moron grow up and show their heredity.

Case VIII Pina

Problem: Pine, 15 years, 10 months old, was referred to the J. B. F. by the Juvenile Court. She had been brought to the court on account of a stubborn complaint made by her mother. Half a year ago she began to stay out until nine or ten o'clock with friends. The father beat her for this and she became extremely defiant, using very profane language towards her parents. She refused to help the mother around the house and had a very bad temper. She did not want to go with her nice Italian girl friends any longer. She never had turned any money over to her mother since she had been working. The mother was afraid, for she had picked out very bad companions.

The Child: The J. B. F. examination showed an I. Q. of 64. Pina was a short girl, with good nutrition and good strength, mature, rather coarse features and very dull expression. She showed very good rote visual learning, but extremely poor vocabulary, comprehension, and conversational power. She had been to the second grade of Trade School and had been working for two quite short periods. She was reported very unmanageable at home. She grew very sullen at times, while at the J. B. F. and used vile language though she seemed friendly in general. Pina had been immoral to an unknown extent and had developed into a regular street "tough"--slangy and "tough looking" in appearance. She picked out the worst companions and went off with them and her mother could not find out where to. When reproached she got into a terrible temper, shook all over, threw things and refused to say where she had been.

Background: The girl came from a home with fair conditions for laboring people. The parents were well meaning but ignorant; the mother apparently defective. They owned some land and had a garden where they spent much time. The girl refused to go with them. She was quite beyond their control. Even the drastic Italian methods of discipline proved ineffectual. There was much quarrelling between the siblings,and a younger sister began to take after Pina and to imitate her. The parents, for whom she had absolutely no respect, wanted her committed to a reform school. They and the eldest daughter were very much ashamed of the girl's behavior.

Recommendations: The J. B. F. advised that Pina be committed to an institution for feeble-minded, as the outlook was very poor with her conditions and the case not at all favorable for placing.

Follow-up: The follow-up showed that Pina had been committed to the industrial school but had to be sent to a maternity hospital later on as she had been committed pregnant. She remained two years at the school but did not do well at all. She was considered a bad girl, absolutely low, ignorant, profane, and vulgar in her speech. She was not interested in anything but immorality. She was not a capable girl and her work was poor. She stole whenever she had an opportunity. After two years she was paroled to her sister's family which was considered very good. She got a job in a candy factory, but her attitude was very poor. She was continually sullen and disagreeable. After two months she ran away and was picked up five weeks later by the police and brought into court for fornication. She had

been making $15 a day as a prostitute. She was found guilty and appealed, was bailed out and went home to her sister. She continued to do badly, ran away again, was picked up and sent to a reformatory for women for violating her probation. She had been grossly immoral again. One and a half years later she was transferred t o an institution for criminal insane.

Classification: Pina has been followed up for six and a half years. She has never held any kind of a job for any length of time and whenever tried in the community she caused constant trouble and disturbance in her environment. She had to be committed on account of her harm to the community. We must classify her adjustment with V.

Case IX Mary

Problem: Mary was brought to the J. B. F. when she was 16 years 3 months old. An agency who took interest in her family sought advise as to whether Mary should be given a scholarship to go to a business college. The girl was very anxious to obtain some commercial training as quickly as possible, so that she might go to work very soon to supplement the income of the family. She had advanced regularly to the second year of high school, although with poor marks.

The Child: The J. B. F. examination gave an I. Q. of 73. Mary had developed fairly, showed good nutrition and fair strength. She was very friendly with pleasant expression; responsive, neat and refined in appearance. She was clearly mentally defective by age level tests and by her performances on many other types of tests. She was especially poor in associations, in abstract reasoning powers, and even "apperceptions" with concrete material were distinctly poor. Her schoolwork was good in comparison to the other performances. Where simple rote tasks, such as checking were concerned she did well, although in a slow laborious way and showing very poor comprehension. It seemed rather astonishing that this girl should have gotten into high school. Her personality traits were extremely good. She was quite a serious worker, quiet, showed considerable accuracy in simple tasks, and was an attractive, pleasing girl.

Background: The study of the background showed that the father had an advanced case of tuberculosis. He had served a sentence for non-support. The mother seemed mentally dull and

was sickly. The family of seven occupied four dark rooms in a congested neighborhood. The home was poorly kept, poor general hygiene, crowded sleeping conditions. The family income was insufficient and they received aid.

Recommendations: The J. B. F. stated that on the basis of the examination nothing like a commercial course could be recommended for Mary; her abilities did not warrent it. The expenditure of any considerable sum upon her education seemed inadvisable. On the other hand she might be very good at filing and cataloging in a slow way as she was accurate and had set her heart on a clerical job. With her neat, refined appearance and her pleasing personalality she might secure a position as saleslady. For this she was thought very well fitted, although the girl was set against it.

Follow-up: The follow-up of Mary showed that she had secured a job for the holiday rush at a toy shop shortly after her examination. work was not to be permanent and she earned $10 per week. Mary has remained at this job ever since. She is earning $14 a week now, gives all her money to the household and is in fact the only working and supporting member of her family as just now the mother had been committed to the State Hospital on account of Involuntary Melancholia. Mary has had scarcely any supervision at all. The agency interested called informally on account of the family stiuation only.

Classification: Mary has been followed up for six years and she has done quite well in the community. Her good personality traits were a great help. We shall have to classify her adjustment with I.

Case X Harry

Problem: Harry aged 17 years, 7 months was brought to the J. B. F. by a family welfare agency on account of his behavior, and for vocational advice and guidance.

He had entered school at 6, had been retarded one year in the first grade, then promoted regularly and left while attending the 8th grade. He secured work for himself as an errand boy, earning $10 a week. After a year he began working as helper in a fruit store, earning $7 a week and kept this job for one and a half years. An agency who was interested in the family, assigned the owner of a sheet and metal factory as his Big Brother and he entered the employ of his Big Brother, earning $13.20 a week. He worked there for one and a half years, but for the past six months the boy has made no evident effort to advance in his work. His Big Brother urged him to register at the evening high school, but after attending about six classes he left, claiming that he was unable to follow the teacher. The foreman in the factory stated that the boy was quiet and obedient, but seemed to lack ambition and backbone. He worked fairly well, but was not interested in the "why's and wherefores" of the work.

At home his behavior became unbearable. He was profane, caused disturbance, contributed very little to the household expenses, was disobedient and disrespectful, beating his brothers and even his mother.

His Big Brother tried unsuccessfully to have him join a club. He seemed shy of entering a new group. On the other hand

it was understood that he associated with undesirable companions. There were rumors that he drank and gambled. The boy's entire life had been spent in his own home.

The Child: The J. B. F. examination showed and I. Q. of 70, which corresponds to a mental age of 12 years, and to academic schoolwork of 4th to 5th grade. He did well with apperceptions, both language and pictorial. Showed poor mental representations, and no special abilities. His physical examination gave evidence of normal development and nutrition and altogether he seemed a pleasant, friendly, and very strong boy.

Background: The study of the background showed the sort of home the boy had come from. The father was a non-supporter, had served a sentence for this, was immoral, a gambler and deserter. The mother was somewhat nervous and came from a "nervous" family. There was considerable tuberculosis in both families. The parents were separated six years ago, Prior to that time and soon afterwards the father was intermittently at home, part time at a sanatorium and part time in a prison camp. There was excessive friction between the parents, the father deserted later on, the family received aid from the same agency by whom it had been known for years. The hygienic conditions were very poor. The situation between the mother and the children excessively bad, no discipline--complete lack of anything like parental control. The mother was untruthful and used bad language herself.

The boy seemed exactly where he should be--vocationally he seemed unfit--mentally, for much higher work.

Recommendations: The J. B. F. advised against forcing the boy into attending night school as he did not wish it and would not get much out of it and pointed out that in this case probably the employer had expected more of the boy than he was able to achieve. The boy had simply reached the limit of his ability and suffered under the enforcement and strain of situations and conditions which he could not meet. It is an interesting fact that at the place of his employment where he was well liked the boy had not been properly sized up for his capacities and the Big Brother expected too much of him as a dull boy. It is also interesting to notice that much of the friction at home was caused by the boy's desire for nice clothes.

Interpreting the boy's capacities to both his employer and his family was the responsibility of the agency and the boy himself was encouraged to think that this was the type of work at which he would do well.

Follow-up: The follow-up of Harry showed that he worked steadily for the three following years at the sheet-metal factory, earning as much as $27 per week for the last year. He contributed half of his wages to his family and therefore felt he had a right to rule and quarrelled continually. Then he gave up his job after a quarrel with the foreman, refused to see his Big Brother and went to New York. He got a position there with a high-class ladies' coat manufacturing concern. He started working there at $18 a week, after a year earned $20 and expects another increase. He gets a great deal of satisfaction out of his work there, is well dressed, makes a good appearance, is friendly and appreciative of interest.

His attitude towards his family is remarkable. He is very devoted to them, sends money home regularly. He regrets his earlier behavior and says that he felt very unhappy in his former work, as he never did like roofing.

Classification: This boy has been followed up for five years and has had close supervision for three years, but none after that time. Regarding the steady jobs of this boy and his very good work record, even under conditions which personally worried him very much, we shall have to classify his adjustment to the community as I.

Case XI Robert

Problem: Robert came to the J. B. F. when he was 14 years, 6 months old. He was brought there on account of a complaint of "Breaking and Entering" in the Boston Juvenile Court. With some other boys he had tried in the night time to break into a store. Some petty stealing was reported, much sex immorality with girls and homosexual practices.

The Child: The examination showed an I. Q. of 71. The boy had poor general ability. The tests seemed not quite reliable on account of his poor attitude. The common sense information and pictorial apperceptions indicated him above the feeble-minded level, but his vocabulary was very poor and he was much retarded in reading and spelling. The physical examination showed fair development and strength, defective vision, chronic blepharitis. The boy was very dirty about his person, very difficult to handle, showed a remarkably suspicious and shame-faced attitude and expression. He was very willing to talk about himself, especially about his sex delinquencies and was very calloused and bitter, very cynical. Altogether he seemed filled with self-loathing and disgust, appeared to be in desparate straits and not to care much about what would happen to him.

Background: The study of the background showed that the boy had had almost no parental understanding and control, had lived with bad companions, in an extremely bad neighborhood situation in regard to sex affairs. A very definite undermining of morals was the result of this. The father used to do laborer's work, but in an accident four years previous, his hip

was badly injured and he had been incapacitated for hard work since. He received $16 a week accident compensation. The mother had died several years before. The father had sent to Italy for the step-mother to come over and marry him. He had painted a picture of wealth and comfort and when she arrived she found a somewhat crippled man, living in poverty and was practically forced to marry him.

The boy had joined a small gang a year before and had been led into delinquencies and bad habits, and although he was "just disgusted" with himself, he was unable to make an attempt to get over this. He insisted that he would have to leave the neighborhood in order to get away from the gang. He took a very fatalistic attitude towards the world and his practices.

Recommendations: The J. B. F. advised that the situation of this boy be met by a most thorough-going treatment. Of course the local affair ought to be very vigorously attacked by the police or other authorities. The boy might be sent to Lyman School where he would be quite willing to go. His greatest need would be very special help wherever placed, healthy confidence and special aid at times.

Follow-up: The follow-up showed that he got very close supervision for the next two years by a parole probation officer who was very much interested in this case and Robert had kept in touch with the agency ever since. The local affair was cleared up, all the boys of the gang were taken into a club where they achieved offices and in this way were under control. The boy started his probation with an extremely bad attitude and was generally hateful. A great change, however, came over

him gradually. He became friendly, happy, and good natured and appreciated the friendly interest which was taken in him. During the following summer he went to work, earned and saved his money, in the fall he left school; took his working certificate, got a job in a shoe factory and supported his family. He worked regularly until recently and did only part time work, but this was due to the dull season rather than to laziness. No complaints of his behavior have been made.

Classification: Altogether this boy's career was followed up for five years. He has been under close supervision and on account of his good record we have to classify him as II.

Case XII Felix

Problem: Felix, 13 years of age, was sent to the J. B. F. by the Boston Juvenile Court. He had been in repeated delinquencies, was on probation on account of rather serious larceny and was now brought into the Court for theft of a pocketbook from a lady. He had been in trouble for the last two years. There was also some truancy.

The Child: The J. B. F. examination showed an I. Q. of 68. The boy was short, sturdy with good nutrition and strength. He seemed frank in telling his own story. He was slow, dull, and inaccurate in understanding and perceptions. Altogether a feeble-minded boy, all of whose abilities were poor except his psychomotor control and visual memory which wer fair, and his learning ability which was good. He had been to the 6th grade in school, had repeated one grade and was not to pass this year. He was said to have been normal until an accident, two years previous, which resulted in severe head injury. He showed no outstanding personality traits. He was reported quiet and obliging earlier, but stubborn now and extremely bad tempered at times. He had dopey spells, even on the playgrounds.

Background: The study of the background showed that the father was a steady worker but that the family had lived under considerable financial stress for years and had received aid from friends, as the income was inadequate. Sleeping conditions were crowded. The father was well meaning, he had tried to make the boy behave, but his sever discipline was unsuccessful. The mother was a nervous, almost hysterical person and was unable to deal with the difficult behavior problem which this

boy presented. The boy had poor parental control and supervision, practically no home interests, much street life and bad companions.

Recommendations: The J. B. F. advised the State School for feeble-minded and believed that the best results could be obtained by training there. The outlook did not seem good if the boy were permitted to remain in his home where he could not be dealt with properly. He seemed to be an institutional case.

Follow-up: The follow-up of Felix showed that he had been put on probation and the probation officer had taken the matter up thoroughly with the parents. The parents moved to a different section so that the new environment might help the boy. Felix went to school where he did quite well, but after six months he got into sexual delinquencies again. He escaped from his home but returned and appeared in Court. He was found delinquent and sent to a school for boys which received them under fifteen if committed by courts for larceny, stubbornness, etc. during minority. Besides receiving instruction in common school courses he had a chance for industrial training such as wood-training, printing, masonry, shoe-making, etc. In about ten months of good conduct the boys in this school become eligible for parole with their own people or in foster homes under supervision by parole officer.

The boy was very stubborn and defiant for the first two months at school. One reason was that he had been a great smoker and cigarettes were taken away from him immediately. After two months he settled down. One could appeal to him

with reason and he did exceptionally well. He was driving a team, could go anywhere on business and was practically on his own resources. He got on fairly well in school and got on well with the other boys, too. For the first two months he had wanted to fight with almost every boy.

Felix was paroled after a year. His parents moved again to give him better chances. He did fairly well for a time, did well in school and worked as bus boy in different places, but got into a bad crowd again, and started pick-pocketing and had to be returned to the school. He had a broken arm from fighting. This time he ran away from the School. After some weeks he was found and had to be transferred to Shirley on account of being a fighter. At Shirley his attitude was exceedingly bad when he came. He was "fresh," hard, and without the slightest wish to do what was right. He received corporal punishment for utter indifference. His attitude gradually changed and he became trustworthy, capable, willing to work, teachable, loyal, cheerful, and respectful. He was very handy with machinery and was paroled after seven months. When at home he secured a job but had to return to Shirley after a few weeks, because he got into a bad crowd and into delinquencies. He remained for five months, did well, was alert, and trustworthy and was paroled once more. The parole officer saw Felix from time to time and was rather interested in the progress he made. He always appeared well dressed, but never seemed to have any regular work. He made some money by boxing and did various sorts of jobs. His further record showed that he could not stand the pace in the community where he lived. He got in

easily with other boys and in his easy-going way they soon could use him asthey wished. He fell in with a bad gang after a while and was implicated in a safe cracking job.

Classification: Felix has been followed up for five years. He had very close supervision all the time. He had been in and out of institutions several times. He did well, sometimes extremely well in institutions when under very close supervision, but he was quite unable to get along in the community. He proved so unstable that any bad companions could get hold of him and get him into all sorts of delinquency. He could not keep any steady work, could not resist any bad influences and could not be trusted. For these reasons we shall have to classify his adjustment to the community as V.

Chapter VI. Results and Conclusions.

Our study included 280 cases which were selected from the point of view explained on page 8.

Of the cases 14 had to be rejected, as the later follow-up showed commitment to an institution for feeble-minded; 3 cases could not be classified, as the children had died; 23 could not be followed up completely as the children had left the State with or without their families and could not be located. In 51 cases the follow-up for some reason or other was too incomplete to entitle it to a definite classification. This left a total of 189 cases to be classified, of which 93 were boys and 96 were girls. Of these 17 had come for vocational and educational advice, sent by the family or friends on account of their recognized mentality, but without being problems; 21 of them were behavior problems; 124 of them had been in delinquency and 27 of them were repeated offenders. the results were as follows:

17	were	classified	as	I	or 9.1%
76	"	"	"	II	" 40.2%
66	"	"	"	III	" 34.3%
23	"	"	"	IV	" 12.2%
7	"	"	"	V	" 3.7%

In 50 cases the J.B.F. had recommended commitment and in these cases we found:

3	were	classified	as	I	or 6%
10	"	"	"	II	"20%
13	"	"	"	III	"38%
12	"	"	"	IV	"24%
6	"	"	"	V	"12%

The I. Q. of the children varied from 46 to 75 and if we consider the medium I. Q. and the medium classifications we may say that according to the results of this study a child with an I.Q. of 68 may adjust himself in the community with the available supervision of existing agencies and the resources which the community offers today, in a way that justifies a classification of 2.6 according to our table.

It took a long time sometimes, to have the recommendations carried out, but we had a three year's period and considered the end results any how. The advised treatment had been carried out completely in 103 cases, half way in 54 cases, and recommendations had been ignored in 32 cases. The result of this neglect is shown in the classification of children who ought to have been committed and were left in the community.

During the same time that the cases of our study have been examined at the J. B. F., 885 feeble-minded children of various ages have been seen there and 254 of them have been committed to institutions, 205 have been discharged by now and live their lives in the community, while their adjustment is supervised and checked up by the Department of Mental Diseases; 49 have remained in institutional care till the present time.

If we consider the groups which are classified with I,II, and III as successes and the groups IV and V as failures, and if we review the cases from the standpoint of this classification, we find that the main factors influencing the child and leading to good adjustment are training and supervision. We have very few cases where a child, (as Mary in case IX) adjusted herself well without any or with very little supervision,

and in this case, we find her to have had extremely good personality traits, which is indeed the second most important factor for adjustment.

We have noticed that even cases with a rather low I. Q. and with distinctly bad environmental conditions were able to adjust themselves satisfactorily with well directed and efficient supervision and training.

The second great factor in the adjustments were good personality traits and special abilities. We have investigated the development, the I. Q., the special abilities, the influence of home, environment and heredity, of health and character. It would lead us too far to investigate and estimate the influence and exact connection and composition of all these factors alone and in their total relation to the final adjustment, the exact and statistic place that each trend takes in the end result. We must leave this complete working out of our material to be the problem of a later study.

Still we can review all these facts and phenomena and notice how they are connected with indivisible bonds and how they unite and give the complete picture. On the one hand we see the subnormal child, on the other the influence of training and supervision which endeavors to bring the child onto the right trac,, teaches him to use his activity, his energy and work to benefit the community, and educate him to become a social and valuable member in spite of his lack of intelligence.

Training and supervision moulds the child, he acquires habits and holds them, but it takes a long time and individual treatment and supervision, to shape and strengthen the person-

ality. It seems to be one of the outstanding traits of this group, that each child requires individual observation, treatment and training. It will be of little use to provide these children with general advice but consideration of each individual is necessary. If the matter is taken up early, much valuable material may be saved. The feeble-minded child, once brought onto a good road, may make his way steadily, lead a beautiful and serene life, be useful and esteemed in his circle, and his lack of intelligence may never be evident. He may feel happy and satisfied in the small place which he fills in the world's work and never have a wish for goals beyond his intellect; he may well fulfil the important functions of adjustment to the community.

Psychiatrists who are interested in the whole problem of human mind tell us that personality and emotions are of more importance in our mental life than mere intelligence. These low grade intellectual types with their lack of imagination, contented with the present situation, may well live and work satisfactorily in their simple environment.

Certainly the child with a low I. Q. will find more hindrances in his way, The low I.Q. may have often caused compensation, and desirable or undesirable traits and characteristics may have developed automatically to help in a conscious or unconscious inferiority feeling towards siblings, school retardation, etc.

Such a state of affairs may be complicated in addition by economic helplessness. We must not make life too bitter for a subnormal child and we must prevent him from learning the dark

sides of existence too quickly and solely. We must also give him the possibilities of experiencing the joys of living. Slow and patient constructive work and supervision will prove most valuable.

Feeble-minded persons in the community, self-supporting, living and working on their own resources often need supervision, to protect them against being taken advantage of. They are able to earn their living, but it is hard for them to save money or use it in the right way, and here it is that they need help and supervision even in later years. If they are properly managed they may be largely self-supporting. The industrial education, employment in simple routine jobs, farm work and supervision, seem the best way to adjustment. We have found subnormal children with a nine or ten years mentality who, after a period of training, secured and held jobs at good wages, earning $16 to $22 per week.

The economic and industrial future of the feeble-minded seems quite favorable under these conditions. The craving for respectability of the feeble-minded, who have been trained to acquire good standards has been noted and is a help to lead a good life. The development of good habits and of industry should be emphasized and if bad influence and evil companions can be kept away from them during the formative period of their lives, much will be done for their adjustment. The essential conclusion of our study seems to be the emphasis given to understanding the necessity of special care when dealing with feeble-minded children and the necessity of giving them help and supervision, for with these aids they are many times well able to adjust themselves later on and live useful lives in the community.

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